

**AN INVESTIGATION OF THE FACTORS INFLUENCING
PERFORMANCE IN THE KENYA CERTIFICATE OF
PRIMARY EDUCATION IN KATHONZWENI DIVISION,
MAKUENI DISTRICT.**

**BY
KITAVI, MUSAU J.**

**A RESEARCH PROJECT REPORT SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION AND PLANNING.**

UNIVERSITY OF NAIROBI.



2005

DECLARATION

This Research Project Report is my original work and has not been presented for any award in any other university.



.....
Kitavi, Musau J.

This Research Project Report has been submitted with my approval as the University Supervisor



.....
Edward N. Kanori

Lecturer, Department of Educational Administration and Planning
University of Nairobi.

Afr.
LB
1065
K57
C.2

DEDICATION

This Research project is dedicated to my wife Joyce and our children Gertrude, Kennedy and Isaac for their patience and understanding in the course of my studies towards this degree.

ABSTRACT

Education in Kenya and the world as a whole has received a lot of scrutiny by the desire to harness the recorded benefits that education provides to both the individual who receives it and the government which is the sole provider. It could be said that education contributes to improving people's lives and reducing poverty in several ways like helping people become more productive hence earn more, strengthen their skills as well as abilities improving health and nutrition, enriching lives directly and also promoting social development by giving more people better opportunities.

In Kenya the achievements of primary schooling is assessed through Kenya Certificate of Primary Education (KCPE) which is offered by Kenya National Examination Council (KNEC). Multiple factors that affect performance in KCPE have been listed and include teaching and learning resources, teacher professional qualifications, distance from/to school, community involvement, school inspection and supervision. This research was aimed at investigating the factors that influence KCPE performance in Kathonzweni Division in Makueni District.

In order to fulfill the purpose of the study, the following research questions and objectives were formulated.

1. To assess the adequacy of teaching and learning resources in school in Kathonzweni Division.

2. To find out the relationship between teachers academic qualification and schools academic performance
3. To identify some of the administrative factors which affect KCPE performance in the Division.
4. To establish whether the school community involvement in school influences pupils' performance.
5. To determine the frequency of supervision and inspection in the Division and its effect on performance.

Five research questions were set in relation to the stated research objectives. The review of literature focused on an analysis of general factors that influence performance in Kenya Certificate of Primary Education.

The research design adopted is an ex-post-facto design. The study involved a target population of 88 primary schools in the four zones in the Division. Twenty head teachers twenty class teachers and 254 standard eight pupils were randomly sampled to provide data for the study.

The findings of the research were:

On the key teaching and learning resources, the exercise books and class textbooks were enough, but classrooms and libraries were inadequate. Telephone, piped water and electricity did not exist in public primary schools and only found in the two boarding schools. The schools reported regular inspection and that this process was positively viewed. The school

community was found to be positive in supporting schools but most households did not have basic facilities like space, lighting and furniture to enable pupils to do their homework.

In view of such findings it was recommended that the Ministry of Education should provide more teachers to reduce teachers' workload. It should also sustain the Free Primary Education. The ministry should also continue the provision of food for lunch in Arid and Semi Arid Lands (ASAL) to sustain the improved enrolment. It should also look for alternative for the banned cane in schools because indiscipline is on the rise.

The ministry should staff the Early Childhood Division (ECD) currently financed from the individual parents. It was also recommended that the extra tuition should be streamlined and regulated for it was playing a great role in the improvement of KCPE performance. The ministry should consider subsidizing secondary school education through increased bursaries.

ACKNOWLEDGEMENT

I am deeply indebted to many people without whom this work would not have reached its present form. First I would like to express my sincere appreciation to my supervisor Mr. Edward N. Kanori for his scholarly and constructive suggestions, advice, guidance and encouragement without which this study would not have reached its completion.

I would like to thank the lecturers and academic personnel in the Department of Education, Administration and Planning, University of Nairobi, especially the chairperson Dr. G. Wanjala. I must also thank the Makueni District Education Officer Mr. J. Muyesu as well as Mr. Mutinda of (DEO's Office) and the Education Officer, Kathonzwani Division, Mr. Ngumbi, for their cooperation. My appreciation goes to the headteachers, class teachers and pupils of Kathonzwani Division for their cooperation during the study. I would like to acknowledge my family especially my wife Joyce who assisted in the fieldwork as well as taking care of family while I was studying. To my junior son Isaac, who missed me during my studies. This typing services could not have reached this standard without the support of madam Conceptor Ndanu.

TABLE OF CONTENT

CONTENT	PAGE
Title	i
Declaration	ii
Dedication	iii
Abstract.....	iv
Acknowledgement	vii
Table of Content	viii
List of Tables	xii
List of Abbreviations	xiv

CHAPTER ONE

INTRODUCTION

1.0 Introduction	1
1.1 Background of the Study	5
1.2 Statement of the Problem	7
1.3 Purpose of the Study	7
1.4 Objectives of the Study	8
1.5 Research Questions	8
1.6 Significance of the Study	8
1.7 Basic Assumptions	10

1.8 Limitation of the Study	10
1.9 Delimitations of the Study	11
1.9.1 Definition of Significant terms.....	11
1.9.2 Organization of the rest of Study.....	13

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction	15
2.1 Teaching and Learning resources in relation to performance.....	16
2.2 The qualification of teaching staff in relation to performance	21
2.3 School administration in relation to performance	23
2.4 Inspections in relation to performance	26
2.5 Parents and Community influence on Performance	28
2.6 Summary of Related Literature	33
2.7 Conceptual frame work	34

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction	36
3.1 Location of the Study	36
3.2 Research Design	37

3.3 Target Population	38
3.4 Sample and Sampling Procedures	39
3.5 Research Instruments	42
3.6 Validity of the Instruments	43
3.7 Reliability of the Instruments.....	43
3.8 Procedure for Data Collection	44
3.9 Data Analysis	44

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction	45
4.1 Headteachers and Class Teachers Responses	45
4.2 Research question 2 on Teacher Qualifications	46
4.3 Research question 3 on Administrative Strategies	48
4.4 Research question 1 on Key Learning and Teaching Facilities.....	51
4.5 Research question 5 on Inspection and Supervision.....	53
4.6 Research question 4 on School Community Involvement	54
4.7 Suggested strategies to improve Performance	54
4.8 Standard 8 Pupils Responses on Performance Factors	59
4.9 Research question 4 on Community Involvement in Schools	60
4.91 Research question 1 on Teaching and Learning Resources.....	61

4.92 Research question 3 on Administrative Strategies	62
---	----

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction	65
5.1 Summary of the Research Findings	66
5.2 Conclusions	68
5.3 Recommendations	69
5.4 Suggestions for Further Research	70
BIBLIOGRAPHY	71

APPENDICES

Appendix A	Letter to the headteachers and teachers	74
Appendix B	Questionnaire for head teachers	75
Appendix C	Questionnaire for class teachers	84
Appendix D	Questionnaire for standard 8 pupils	91

LIST OF TABLES

Table	Page
Table 1: KCPE performance in Kenya in all subjects in years 2001- 2003.....	5
Table 2: Kathonzwi Division KCPE mean score for years 2000 -2003... ..	6
Table 3: Education zones of Kathonzwi Division.....	37
Table 4: calculation to Show the number of schools sampled for the study.....	40
Table 5: Table Showing sample size per zone	41
Table 6: Headteachers and class teachers responses on teachers academic qualifications.....	46
Table 7: Headteachers and teachers responses on teachers professional status	47
Table 8: Teachers stated years of service.....	47
Table 9: Teachers Responses on School Staffing Situation	48
Table 10: The Stated Staffing Situation in the Division	48
Table 11: Teachers Responses on How Regular Staff Meetings are Held	49
Table 12: Teachers Responses on the type of Awards Received	49
Table 13: Teachers stated workloads per week	50
Table 14: Teachers Responses on homework to pupils	50
Table 15: Head teachers responses on the availability of key teaching and learning resources	52
Table 16: Teachers Responses on the adequacy of inspection in the division	53
Table 17: Head teachers responses on Parents school support	54
Table 18: Teachers responses on KCPE results	55
Table 19: Teachers Responses on why results were good	55

Table 20: Teachers Response on why results were poor	55
Table 21: Roles to be played by parents as suggested by teachers	56
Table 22: Roles to be played by pupils as suggested by teachers	57
Table 23: Roles to be played by head teachers to improve KCPE performance as suggested by teachers.....	57
Table 24: Roles to be played by the MOEST to improve KCPE performance as suggested by teachers	58
Table 25: Any other factors influencing performance as suggested by the teachers	59
Table 26: Parents Education Background as stated by pupils	60
Table 27: Female Parent Occupation as stated by pupils	60
Table 28: Standard 8 pupils responses on physical facilities	62
Table 29: Marks attained by standard eight pupils in the previous Divisional Examination	62
Table 30: Pupils responses on what affected their K.C.P.E performance	63
Table 31: Standard 8 pupils suggestions on how to improve KCPE performance	64

LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
A.I.C	African Inland Church
ASAL	Arid and Semi arid lands
ATS	Approved Teacher Status
E.F.A	Education For All
E.O	Education Officer
FPE	Free Primary Education
H.G.M	Holy Ghost Missionaries
H.I.V	Human Immune Virus
K.C.E	Kenya Certificate of Education
K.C.P.E	Kenya Certificate of Primary Education
K.C.S.E	Kenya Certificate of Secondary Education
K.N.E.C	Kenya National Examination Council
K.N.U.T	Kenya National Union of Teachers
MOEST	Ministry of Education, Science and Technology
T.T.C	Teacher Training College
U.N.E.S.C.O	United Nations, Educational, Scientific and Cultural Organisation
Z.I.S	Zonal Inspector of Schools

CHAPTER ONE

INTRODUCTION

1.0 Background to the study.

Education in Kenya and on the global front has received intense scrutiny by the desire to harness the documented benefits that education bestows on both the individual who receives it and the government that bears the greater responsibility in its provision. Education has been viewed as an important input in the development process. Smith (1937) the father of classical economics states:

... the acquired and useful abilities of all the inhabitants or members of the society (who undergo education). The acquisition of such talents..... is a capital fixed and realized, as it were, in his person. Those talents, as they make a part of his (her) fortune so do they likewise of that of the society to which he (she) belongs. The improved dexterity of a workman may be considered in the same light as a machine or instrument of trade, which facilitates and abridges labour and which, though it costs a certain expense repays the expense with profit (P 265 – 266)

It could be summarized that education contributes to improving peoples lives and reducing poverty in four ways (World Bank 1999): Helping people to become more productive and earn more, (because education is an investment, strengthening their skills and abilities – their human capital), improving health and nutrition, enriching lives directly, (e.g. the pleasure of intelligent thought and the sense of empowerment it gives), and, promoting social development through strengthening social cohesion and giving more

people better opportunities (and thus greater equity through opportunity). UN charter article 26 in Musau (2004) proclaims that:

Every one has the right to education
Education shall be free,
at least in the elementary and fundamental stages (P 1)

Investment in education is therefore a worthwhile investment. At primary school level the governments earn more social returns than all other levels of education. According to Reilly (1995) in Mulwa (2004):

Elementary schools serve as children's first introduction to the world of education. A world which will dominate and shape their lives for the next 12 or 13 years. A child's economic and social success is, to a significant extent determined by how well he or she performs in school during these first critical years. The evaluation and prediction of a child's future based on his /her performance occurs through both formal and informal educational efforts" (P 3).

In Kenya Primary education lasts eight years and is offered to children ranging from six to fourteen years of age. 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 (EFA) at this level (MOEST 2003).

In Kenya achievement in primary schooling is assessed through K.C.P.E, which is offered by Kenya National Examination Council (KNEC) an organ of the Ministry of Education Science and Technology (MOEST). Being the first national examination in the child's life, it is the most sensitive

examination in Kenya. This is because it determines placement in various post primary institutions.

Multiple factors have played a role in affecting performance in primary schools worldwide. The world forum on education for all in Dakar in 2000 noted that participation and performance in primary education had declined steadily. The forum noted that children, particularly girls in difficult circumstances and those belonging to ethnic minorities did not have proper access to complete free primary education of good quality, that classes continue to be too large and there is constant lack of educational materials.

The HIV/AIDS pandemic is seriously affecting education systems negatively. On a continental scale available data indicate that up to 860,000 children in Sub-Saharan Africa went without teachers in 1999 due to AIDS, out of which 95,000 (11%) were in Kenya (UNESCO 2003). Many teachers are also either infected or affected by HIV/AIDS making them unable to be efficient and effective in their work (Abagi 2001).

In Nigeria, a study carried out by Adesima (1990) reported some management problems as causing poor performance in schools. There was underpayment of teachers in public service compared to private sector. There is also little prospect for promotions, poor conditions of service and lack of encouragement by the government.

Deolalikar (1999) made five observations regarding KCPE and KCSE performance in Kenya. First is the general decline in performance. Second is the consistent better performance by boys against girls. Third is the overall better performance by private schools and elite public schools that are invariably patronized by children of the elite. Fourth is the reality that this trend is consistent in both primary and secondary schools. Fifth is that science subjects tend to register lower scores than the non-science subjects.

Pierce 1972 states that examinations are used above all to identify and define those adjudged suitable to proceed to the next stage of education. By passing an examination a pupil obtains and confirms an identity, a notion of who and what society thinks he is.

The foregoing seems to support the obsession / fever that has seen pupils, teachers and parents work extra hard to excel in KCPE. However KCPE performance has been unsatisfactory and declining nationwide in the recent years. For instance professor George Saitoti, the Minister for Education Science and Technology, on receiving 2003 KCPE results from the chairman of Kenya National Examination Council noted that there has been a general decline in KCPE performance in all subjects in the past three years as shown in the table below:

Table 1: KCPE performance in Kenya in all subjects, 2001 – 2003.

	2001	2002	2003
Kiswahili	65	63	59.06
Mathematics	73	60	44.22
Science	51	46	42.72
English objective	42	47	44.46
English composition	33	34	30.65

(Source: Sunday Standard, December 28, 2003)

1.1 Statement of the Problem

This is an investigation of the factors influencing KCPE performance in Kathonzweni Division of Makueni District. The present study tries to unearth the factors that influence the KCPE performance in this division, which in the past has done well.

Kathonzweni Division is located in Makueni District, Eastern province, one of the Arid and semi-arid districts in the country, which has distinguished itself as a performer in KCPE. For over five years between 1995 to 1999, the district maintained itself among the top five positions nationally.

However, the trend in KCPE performance has reversed, at least for the last three years and this is the reason as to why the researcher, who has worked in the District since 1990's was interested in evaluating the performance in one of the Divisions, Kathonzweni. During the KCPE results

presentation of the year 2003, the Provincial Director of Education, Eastern Province noted that ten out of thirteen Districts registered an improvement over the year 2002 KCPE examinations. There was need to address causes of decline in Machakos, Makueni and Kitui Districts. Presenting 2002 KCPE results for the District, the D.E.O Makueni District noted that ten Divisions out of sixteen had dropped and the District had statistically dropped by 0.32.

The KCPE performance for the last four years shows a reversed trend i.e.

Table 2: Kathonzweni division mean score for 4 years.

Year	Makueni district mean score	Kathonzweni Division Mean score	Expected mean score
2003	265.79	275.28	500
2002	270.71	273.74	500
2001	271.03	277.87	500
2000	273.28	287.72	500

(Source: KNEC 2003 - District Education Office, Makueni district)

The declining performance in KCPE is of great interest to education officers, parents, teachers and other interested stake holders hence the researchers got interested in carrying out a study to unearth the factors that affect the performance in the Division.

In this Division, a number of public primary schools have turned boarding and are managed privately. This phenomenon is not uncommon in the country and is as a result of performance oriented examinations that lead to ranking of schools (Gathara 2003).

Most of these schools are conscious of ranking because the parents will keep their children in schools if their KCPE results continue to be good (Wamahu in the Daily Nation, 16th June 1988). Therefore it was imperative to study the factors behind KCPE performance in Kathonzweni division.

1.2 Purpose of Study.

The purpose of this study was to investigate factors that influence performance in Kenya Certificate of Primary Education in Kathonzweni Division.

1.3 Objectives of Study.

1. To assess the adequacy of teaching and learning resources in schools, in the division.
2. To find out the relationship between teachers' academic qualifications and the school's academic performance.
3. To identify some of the administrative factors which affect KCPE performance in the division.

4. To establish whether the school community involvement in school influences pupil's performance in KCPE.
5. To determine the frequency of supervision and inspection in the division and its effect on performance.

1.4 Research Questions.

The following research questions were intended to assist the investigation of the factors influencing KCPE performance in Kathonzwi division.

1. Does the availability of key teaching and learning resources in primary schools affect performance of pupils in KCPE?
2. Is there a relationship between teachers' academic qualifications and the school's academic performance.
3. What are some of the strategies undertaken to improve KCPE results in the division?
4. How does the school community involvement affect the pupil's performance in KCPE?
5. To what extent does the frequency and adequacy of the inspection team in Kathonzwi division affect the school's academic performance?

1.5 Significance of the Study

The study was aimed at assessing objectively the factors that affect the performance in Kenya Certificate of Primary Education in Kathonzwi

Division in order to enable the schools in the Division and the country at large to employ the findings in the improvement of KCPE performance.

The findings will assist the parents to know why their children perform the way they do since they spend a lot of money on education as stakeholders in education sector. It will also create an awareness of their role in supporting pupils through provision of financial resources and guidance to improve performance.

It will influence The Quality Assurance and Standards Department in understanding their role in facilitating academic performance in schools. The research will contribute to existing literature on factors influencing performance in KCPE. This will be useful to other researchers in the field of education who may be interested in performance.

The results of the study may be used by Kenya Educational Staff Institute in workshops and seminars for headteachers for betterment of school management and administration. Headteachers, and teachers may utilize the findings as the basis for identifying the forces that work against them and hinder good examination achievement of pupils.

The results of the study will be useful to the teacher training colleges in evaluating the curriculum and adopting them to be responsive to the needs of education in the country.

1.6 Basic Assumptions.

The information obtained from the respondents is what they felt were the real causes of poor performance in KCPE. That the schools are adequately staffed with qualified headteachers, teachers and have adequate teaching and learning aids. That the school community is in support of the schools in the provision of teaching and training materials, and guidance of the pupils. That the quality assurance and standards department at the divisional level is adequate and effective.

1.7 Limitations of the Study

The researcher limited his sample to twenty schools out of eighty-eight in the Division, the outcomes cannot therefore be generalizable to the whole Makueni District. The financial limitations could only enable the researchers to study only one Division, Kathonzweni.

The data and conclusions will be limited to KCPE results of four years from the year 2000 to 2003. No attempt will be made to study performance in individual subjects and only the aggregate mean score will be considered. The

study was limited to headteachers, teachers and standard eight pupils in Kathonzweni Division.

1.8 Delimitations of the Study

An appraisal study of KCPE performance could have included the whole of division of Kathonzweni. However, the present study confined itself to twenty schools in the division. The study doesn't include private primary schools or secondary school examinations.

The factors influencing KCPE performance are many and therefore may not be logistically possible to study all factors related to performance in this study. The study will delimit the study to the following factors, availability of key teaching and learning resources, teachers academic qualifications, school community involvement in running of schools, and the frequency and adequacy of the inspection team in Kathonzweni Division.

1.9 Definition of Significant Terms

The following terms were used in the study:

Boarding school: An institution, which offers food and accommodation to its learners.

Inspection: school inspection deals with the act of finding and giving professional advice by an officer to another. School inspection in these regards

as important in helping teachers to gain professional confidence and devotion to work.

Primary school: This is the first level of formal education, which is offered for eight years after which a national examination is done.

Public school: These are the schools maintained by public financial backing and government participates by paying the salaries to teachers.

Supervision: Refers to division of the total process of educational administration, which is devoted principally to increasing the effectiveness of those who are engaged in the direct performance of the central task of the educational enterprise.

Resources: These are learning and physical facilities and how they are financed.

Performance: These are grades a pupil has attained in KCPE indicated by his / her mean score.

Wastage: Human and material resources spent on pupils who have to repeat a grade or drop out of school before completing a cycle.

Zone: An area smaller than a division, which comprises of a number of schools where the zonal inspector of schools is in charge.

Discipline: Self restraint in an individual for the welfare of all. It is the control of one's own emotions and actions for the development of desirable attitudes according to acceptable standards.

Pupil: A young person who is enrolled in an educational programme. As used here a pupil refers to a child enrolled in primary school.

Extra tuition: The evening, weekend and holiday teaching where teachers are paid incentives for participation.

Teachers: Persons who in their professional capacity, guide and direct pupils learning experience in gaining knowledge, attitudes and skills that are stipulated by a defined curricular programme.

1.9.1 Organization of the rest of the study.

The study was organized in five chapters. Chapter one contains the background of the study, the statement of the problem, purpose of the study, research questions, the significance of the study, basic assumptions, limitations and delimitations of the study, and the definition of the significant terms.

Chapter two is a review of the related literature under these headings: - teaching and learning resources in relation to performance, the qualification of teaching staff, the school administration, the school inspection, supervision and performance, and school community in relation to performance.

Chapter three is about the research methodology. It covers the location of the study, the research design, the target population, the sample and sampling procedure, the research instruments, the reliability and validity of the instruments, procedure of data collection and data analysis. Chapter four contains data collected, the analysis and the interpretation. Chapter five offers

summary, conclusion and recommendations from the study. It also offers suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction:

This chapter highlights on the factors that influence performance of Kenya Certificate of Primary Education. The performance of this examination is of great importance to this nation as it shapes the whole destiny of a child. The Ministry of Education, the educationists, the publishers, the religious organizations, the teachers and the parents attach a lot of value to this examination.

KCPE determines the future of the learners for if one excels and is admitted to good public secondary school, one has a good chance of eventually getting a good job where his or her income may reach ten, twenty or even hundred times per capita average. But if he or she fails his or her lifetime earnings may not amount to much more than those of someone with no formal education (Somerset, 1974).

The literature review has revealed several factors that influence performance In KCPE. For research purposes, the following factors will be discussed – teaching and learning resources, qualifications of teaching staff, school administration, inspection and supervision, parents contribution, and school community support.

2.1 Teaching and Learning Resources

A lot of literature availed contents that the availability of teaching materials has a direct influence on the performance of pupils. This factor will be discussed in two areas:

- (i) Physical facilities
- (ii) Teaching and learning materials

i) Physical facilities

With the inception of 8.4.4 system of education in Kenya in 1985 and its cost sharing policy, it became clear that members of the community had to be more involved in school affairs than before in the provision of facilities such as libraries, workshops, and financing of school development projects through building funds raised from parents and Harambee effort. Therefore there is need for a more harmonious relationship between the school management and the community.

Farrant (1985) notes that the headteacher is responsible to the public and the community, which his school serves. Eshiwani et al (1988), indicated that school furniture, in particular chairs, form an important part of learning environment. Pupils need those furniture to follow lessons comfortably and attentively and make notes and work on exercises and other written assignments.

The conditions of the building is very important. Gakuru et. al (1982) indicated that teachers in classrooms with lockable doors and windows are able to leave their teaching aids in the class for as long as they want without fear of their damages or theft. Teachers teaching in classrooms without lockable doors and windows experience storage problems with their teaching aids.

Problems such as these affect to some extent the teaching effectiveness of teachers. A teacher who has to pull down his teaching aids daily will not in most cases be motivated to make and to use them regularly.

Dibal (1982) as quoted by Musau (2004), conducted a study to examine causes of low performance in Primary school Common Entrance (NCE) examination in Borno state, Nigeria. The study found out that lack of library facilities was one of the most serious problems standing in the way of high standards in primary education.

Mwamwenda and Mwamwenda (1987) carried out a study on the effects of school physical facilities in performance of standard 7 pupils in examinations in Botswana. The study established that availability of facilities had a direct link with the performance of pupils in examination. It is generally agreed that better facilities in a school lead to better performance in examinations (Kathuri, 1984). Therefore a schools physical facilities such as

classrooms, laboratories, desks, libraries have a direct bearing on performance among students.

According to the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge report 1988), resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevant education. Mworira (1993) found out that some schools lacked enough classrooms, desks and chairs, hence overcrowding. There were situations where pupils learned under leaking roofs, classrooms without lockable doors or windows and sat in fours or fives in desks of two. Such conditions frustrated pupils during learning.

Thuranira (2000) in his study K.C.P.E performance in Egoji Division of Meru central established the following factors to be affecting performance in the area – poor remuneration of teachers, transfer of teachers on the middle of the term, inadequate supervision and inspection, understaffing of schools, lack of learning and teaching materials, lack of motivation on side of learners, and finally lack of enough support from the local community.

Ayoo (2002) concurs with Mutua (2002) on importance of learning facilities on learning. On equipment Mutua noted: -

Most schools in Mtito-Andei Division were poorly equipped and they lack the essential physical facilities, which are necessary for learning. Parents are sole providers of physical facilities of their schools (P 100).

It was further noted that all Education Officers use bicycles and old motorbikes and scooters during inspection, supervision and other activities. Some even walk to the schools when the only means that they possess breaks down.

Siringi, Nation Correspondent, reported that many girls skip school during menstruation due to lack of proper sanitation. The study noted that toilets in many schools are unclean and do not provide for disposal of unused sanitary materials (Daily nation, 29, April 2002).

In their commentary on K.C.P.E results, Siringi and Otieno reports that the two year old free education programme is to blame for the dismal performance of public schools. The increase in number of pupils has affected many public schools that lack the resources to match the challenges. Enrolment at public schools has gone up by about a million pupils and yet facilities and teachers have diminished (Daily Nation, Thursday, December 30, 2004, p.3).

The MOEST (2003) Technical working group recognizes the fact that the availability of educational materials has a major bearing on educational

outcomes. These materials include textbooks, equipment, furniture, Libraries, and writing materials Surveys carried out in Kenya (Southern African Consortium for Monitoring Education Quality (SAQMEC 1999) as quoted by MOEST (2003) showed that there was a critical shortage of text books, equipment and physical facilities. There were also major inter and intra-provincial resources variations directly contributing to their performance in national assessment. The group underscored the fact that availability of textbooks and other learning materials has perhaps been the most constraining resource to educational quality in most rural schools in Kenya.

ii) Teaching and Learning Materials

Eshiwani et. al (1988) indicated that most schools that registered poor results spent less money on purchasing teaching materials. Availability of textbooks is important in teaching Mathematics and English especially during the private study. Other resources like libraries contribute a lot to good performance. Schools that don't have such facilities or ill-equipped libraries tend to perform poorly in national examinations.

Okwara (1989) found out that the use of class readers in schools provides students with the exposure to variety of language use. This is so because class readers must be read by all students in a given class over a given period of time. This enhances good skills in written compositions since

students usually use the style and ideas which they acquire from the materials they have read in composition writing (P. 127).

2.2 The Qualification of teaching staff in relation to performance.

The qualification of a teacher have a direct bearing on his/her mastery of content and hence ability to effectively impart knowledge to his learners. A good teacher in masterly of content should therefore be able to pass subject matter to his pupils and hence enhance good performance.

Eshiwani et. al (1988) found out that schools in which standard eight pupils were taught largely by teachers with C.P.E and K.C.S.E levels of education performed poorly in examinations. Schools which have better results are those with most teachers with K.C.E level of education. The training of teachers has a bearing on pupil performance in examinations. Raju (1973) revealed that:

Most rural schools lack properly trained teachers and have to accept unqualified teachers who may not be aware of modern trends in teaching methods and curricular (p. 54)

Kembo – sure (1983) investigated on some factors, which affect achievement in written English composition in primary schools in Thika and Nairobi. He found out that the schools that had enough trained English teachers tended to perform better than those schools without. Kathuri (1986)

contents that primary schools with qualified staff were an asset to the other schools if they were committed to academic achievement.

Staff morale is also an important aspect of staff quality and in schools where the administrative structure was participatory, the schools had less discipline problems and tended to perform better. This aspect entails staff commitment to duty hence a key element in the organisation if the teaching resource is to be well utilized.

The teaching loads and the ratio of male to female staff has been found to influence performance. Mworira (1993) contends that although the headteachers and teachers had reasonable professional and academic backgrounds, teachers in all zones had heavy teaching loads. The ratio of female to male teachers in some zones was found to be very high and respondents believed this could be a cause to poor performance in those zones.

It is notable that principals of Teacher Training Colleges have proposed to the government that the entry qualifications need to be raised to a minimum of C- (minus) with good passes in languages, mathematics and sciences. Blackboard made the following recommendations: - Phasing out the training of P3 and P2 teachers. Ironically these are students with D and D- in K.C.S.E. Inclusion of proficiency and aptitude tests in teacher training and recruitment exercise to ascertain the interviewees interest. Selection should

only go to those who choose teaching as their career during K.C.S.E registration. Admission should be carried out once, no second intake. The broad curriculum is T.T.C's should be trimmed from 13 to favour specialization in teaching subjects. Computer studies, secretarial, marketing and business administration should be taught as these will help them to handle other school tasks like school accounts (Daily Nation, 7th January 2002 (p. 17)

2.3 School Administration in Relation to Performance.

School administration is the process of acquiring and allocating resources for the achievement of the organizational goals while school management is that process of designing, developing and affecting organizational objectives and resources so as to achieve the predetermined organizational goals (Okumbe J.A 1998).

Description of effective school management focuses on six (6) features – autonomy, flexibility and responsiveness, planning by the principal, participatory school environment, collaboration and collegiality among staff and finally the heightened sense of personal efficacy for principal and teachers (Dimmock 1993).

The school administration is specifically concerned with pupils, teachers, rules and regulations of the organisation. The main tasks of the school head include instructutional supervision, policy interpretation, seeing to

pupils welfare, school plant maintenance, inducting and retraining of staff and finally maintaining effective school community relations (Musaazi, 1982).

Kathuri (1986) revealed that there was a strong relationship between the quality of administration and performance in K.C.P.E examination in a particular school. He argued that staff meetings are central to effective administration in a school. Such meetings facilitate the co-ordination of various school activities. These meetings are an opportunity for the head to share useful information with the members of staff. Teachers also air their views. The frequency and the content of the meeting are important as well as the procedure of conducting such meetings.

The following guidelines should help the headteacher plan for more effective meetings - Have a specific objective and purpose of holding the meeting. Prepare an agenda for the meeting, keep meetings short and to the point, keep groups small and keep the groups homogenous. Plan the site for the meeting and prepare in advance further meeting (Osborn 1988 p. 435).

The headteacher should also be able to assist the teachers in their classroom work. He has to check the records of work, lesson plans, schemes of work, students performance records as well as visiting the classrooms in session.

Calahan (1971) states that: -

Watching a teacher present a lesson of which he himself is proud of will give the chairman a good estimate of that teachers potential for excellence (p. 45).

An effective head will also relate well with his students. Heads who practice open door policy will be at a better position to note any indiscipline issues before they become uncontrollable. In relation to this Megley et. al (1964) stated that the principal who prefers to communicate with his pupils in the corridors rather than shout to them has a better chance of developing strong positive relationship with pupils.

The delegations of duties with authority and responsibility is also important in effective school administration. Mworira (1993) noted that a good number of headteachers never made an attempt to visit the standard eight classes to supervise teaching for fear of being termed as “witch hunters”. Most headteachers had heavy teaching loads besides teaching key subjects in standard eight. This meant that they usually left other administrative duties unattended to.

The spirit of teamwork is necessary if the head has to lead his staff to achieve institutional goals and hence the need for school administrators to strive towards the building a high performance team in their schools.

2.4 Inspection in Relation to Performance

Inspection in schools is an integral part of administration, and is aimed at improving the performance in national examinations. Okumbe (1998), defines inspection as an old concept in management whose basic precept is that of autocratic management which is aimed at catching the workers red-handed. This is a fault finding attitude in management.

Musaazi (1992) stated several aspects of the inspectoral work: - Providing by any possible means concrete and constructive advice to teachers so that the quality of education in schools can be improved. Arranging courses and workshops to teachers and headteachers. This courses and workshops should relate specifically to those areas in which teachers have been found weak by the inspector of education. The aim of the workshop courses should be the improvement of the quality education in schools.

As an agent of improvement and catalyst for innovation and curriculum development, the inspector of education must critically evaluate and review new publications and textbooks send to schools. Running of induction courses for newly recruited teachers and school heads (p. 224).

Inspection should be a regular exercise so that the standards of education are ascertained and maintained. The inspection reports should be fair, professional and constructively written. A follow up action is necessary

after such reports if the whole process is to be meaningful. The inspectorate arm of the ministry should therefore ensure that an action has been taken following their reports. The inspection team should visit the school to see if recommendations made were implemented.

School inspectors should hold higher qualifications than the teachers they supervise, this will enable them to handle the whole exercise with an aim of aiding the teachers in their own work but not fault finding (witch hunting). Provision should be made to enable inspectors reach schools, as this exercise is vital for educational progress. The current system whereby inspectors are provided with motorbikes in effort to the right direction. Kennedy King (1968) pointed out that: -

With minimal supervision in many areas, it is not surprising that absenteeism is common and that many teachers have tried to combine teaching with business interests (p. 146).

This very important aspect of quality assurance in schools should be streamlined and especially now that stakeholders including parents are continually asking for better and improved performance in national examinations. Mworira (1993) contents that inspectors in the division who are immediate supervisors tended to visit the schools under their jurisdiction on very rare occasions. This rarity makes the teachers miss the professional advice, which they ought to get from them. There were no inservice courses for untrained teachers or refresher courses for trained teachers and this led to

lack of opportunities to update their teaching skills and methodology and to acquaint themselves with new developments in the curriculum.

The school head role in school inspection entails establishing areas where improvement is required in curriculum or instructional techniques. These include regular checking of schemes of work, lesson plans, records of work, students report cards, so as to find out which areas need improvement. The head should also listen to his staff on discussions on syllabus coverage, teaching techniques in meetings so as to ascertain which areas need attention. An effective head should be seen by his staff as achiever, adviser, provider of required resources as well as a leader.

2.5 Parents and Community Influence on Performance

This factor is discussed at two levels:

- i) Parents influence on performance
- ii) School community influence on performance

i) Parents Influence on Performance

The home environment has been found to be an important factor that influences academic performance. This is the way the parent relates to the child, as well as the home set up. Cooper (1967) found out that home environment may enhance positive self-esteem, which may improve academic performance.

A conducive home environment will enable the child to do private studies and hence perform better in examinations. The home environment is a continuity of the school environment and offers a supplement to the teachers effort in instructing the pupils. It is thus important for parents to provide correct atmosphere, which is conducive for further study of the pupil after school.

Maynard (1978) supported the argument by stating that for a child to make the most of his educational needs, he needs to have easy access at home to instruments of education like text books, stationary, news papers space, light and even silence in order to study. It is expected that if the pupil makes use of these by direct involvement in the learning process his performance will be improved.

The cooperation and support by the parents and community was also found to be important. Gakuru et. al (1982) stated that the support of the parents and community in the form of funds for construction of required facilities, provision of textbooks, other teaching materials and assisting in disciplining of their children as well as assisting them in their homework had a positive impact on their performance in examinations.

Mworia (1993) supported this in stating that parents in Meru central Division were unwilling to buy text books, reinforce discipline, and do not

give adequate time for revision to their children at home. This contributes negatively to the K.C.P.E performance in the division. The health of a child was also found to be important. A well balanced diet contributes positively to the well being of a child in school. Raju (1973) supported the argument by stating that: -

Lack of an adequate and well balanced diet leads to many ailments in school children often with consequent adverse effects on their education progress (p. 54)

Thus for the child to do well in school he must have the correct type of meals which will provide him with enough energy and prevent him from ailments that might interfere with his progress in education. Plowden (1967) surveyed British primary school children and found out that the more educated and well paid parents showed greater concern for the academic welfare of their children than their counterparts with less education and poorly paid jobs. Parents from high socio-economic groups were found to attend school functions like open days, concerts days and Parent Teachers Association meetings more regularly. They often held discussions with school heads and class teachers on their children progress in school.

Okwara (1989) found out that students who have parents that have received formal education are generally expected to perform better than those with parents who did not go to school at all. The higher the formal education level of the parents, the better the educational achievement of their children is

expected to be. This is based on the assumption that parents who have attended formal education will support the educational efforts of their children. Beside, they serve as educational models to their children.

Omulando (1979) found out that children performance in languages in school was influenced by the education of siblings among other factors. This is to say that the educated older siblings usually help their young brothers and sisters with their academic work, hence playing even a more important role as educational models.

ii) School Community influence on Performance

Global experiences shows that the community involvement in school governance can be a positive force for school improvement, even when parents are illiterate (U.N.E.S.C.O, 2003). The interference of school by stakeholders like politicians and the sponsor has influence on performance. Eshiwani (1983) found out that school heads complained that schools were battlegrounds for the politicians or the religious groups. This affects the smooth running of the schools and has a tremendous impact on the schools performance.

Social influence from communities has been found to be a major factor that may adversely affect performance. A former Provincial Education Officer

in Western Province gave examples of communities where illegal drugs taking like bang and “changaa” had affected pupils in those areas.

Mworia (1993) in her study in Meru district stated that excessive drinking of local brew has greatly affected performance, as parents cannot find time to give their children home tutelage. The size of many families was also cited as contributing factors to poor performance. A parent with many children cannot adequately provide for his children’s school needs such as textbooks, learning materials, uniform and fees. The illegal business across the border (magendo) has been cited to be a social factor which contributed to low achievement as well as high drop out rates in schools Eshiwani (1983).

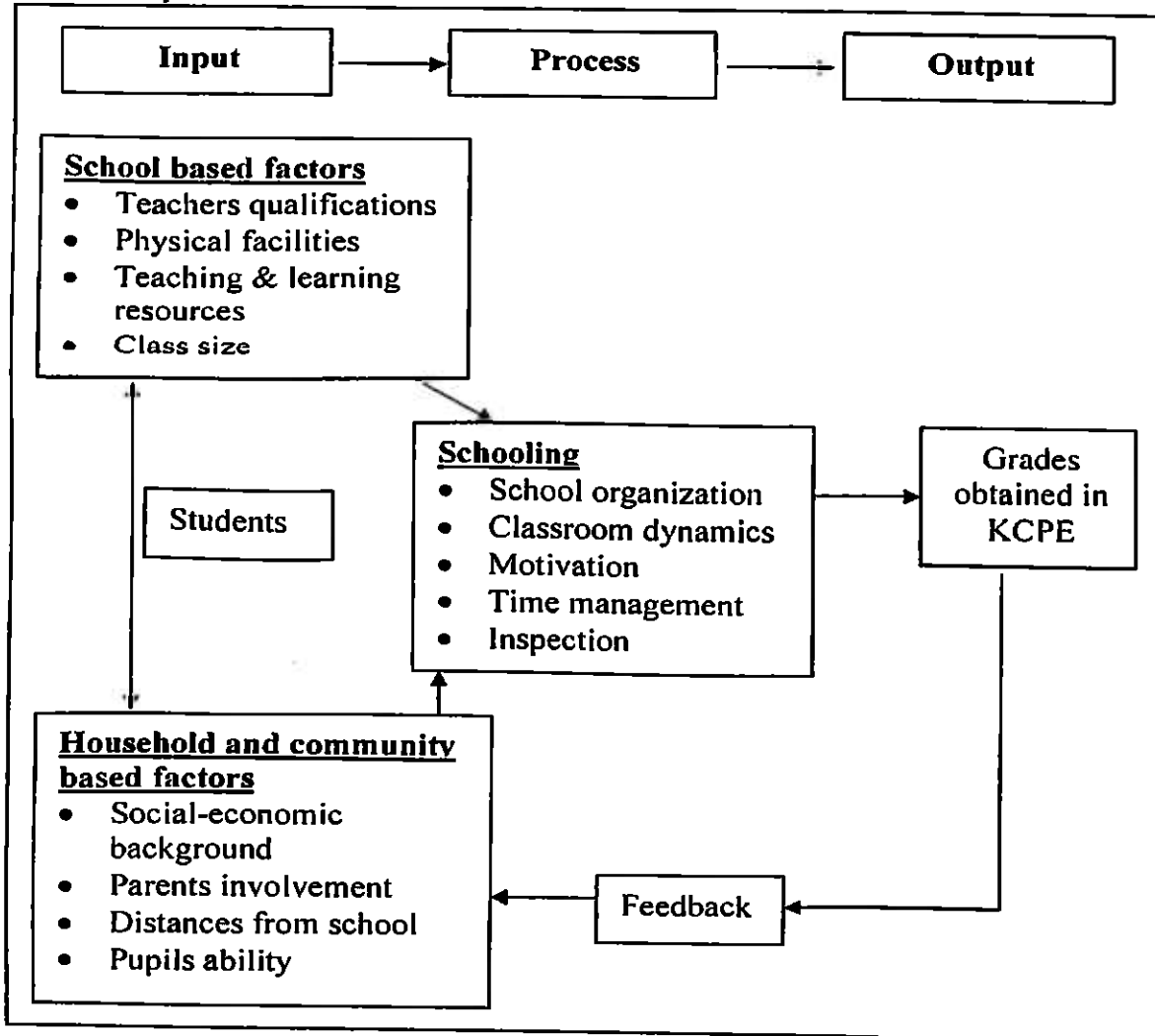
It is even more evident that clanism, political interference and mismanagement are affecting academic standards. Mr. Siele, Nyanza Province Provincial Director of Education while addressing headteachers at Sameta High School recently criticized the communities for encouraging clan politics in schools. Political interference affected management of schools and eventually led to poor performance in National examinations. In a school in Bamachoge constituency a politician reportedly imposed a head teacher after working for the transfer of the previous one (Daily Nation, 29th April 2001 P.I).

Education officials have of late been facing hostile realities at work caused by parents who are not happy with irregular transfer of teachers from local schools. Waihenya a nation reporter reported that in Mombasa transfers of several teachers were revoked after protests by parents and K.N.U.T officials. In Thika on Friday parents at Ndiko primary school removed their children protesting the transfer of the headmaster and the deputy (Daily Nation, 25, 1999 p. 17).

2.6 Summary of Related Literature.

The chapter explored the factors that have been found to influence pupil performance in examinations. A lot of researched work points out that factors like the adequacy of physical facilities...., buildings, furniture, effective school administration, school inspection and supervision, teaching staff qualifications, parents and community involvement in schools management have a direct influence on KCPE performance.

2.7 Conceptual Framework



In this study, pupils performance is conceptualized in a process perspective (input – output). Students go through schooling process at the end of which they are examined through the KCPE examination and the scores represent the output. The inputs here are the school based factors like physical facilities, the teaching and learning resources, the teacher qualifications and class size. The other category include the household and community based

factors like socio-economic background of parents, parental involvement in the running of the schools, and distance from school. These factors interactions contribute to schooling (production process) and the output is in the form of the grades obtained in the Kenya Certificate of Primary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives the details of methodology used in the study such as the location of the study, research design, target population, sample and sampling procedure, description of research instruments, data collection procedures and data analysis procedure. The chapter closes with an explanation of the data analysis techniques used in the study.

3.1 Location of Study

This study was carried out in Kathonzweni division in Makueni district. This area is in lower Makueni and is characteristically dry and lies in the arid and semi arid area (ASAL). The area is predominantly settled by the Kamba people whose main economic activity is peasantry and animal keeping.

Electricity, telephone services and graded roads are non-existent. During rain seasons, the roads become impassable and communication is difficult. Schools do not have power and night preparations are uncommon. A few like the public privately boarding schools use generators for lighting.

The district has 16 divisions with total population of 776 primary schools. The district has been an outstanding performer in KCPE occupying first position for over five years in 1990s but the performance seems to be

declining for the last five years, hence the reason as to why the researcher got interested in the study.

The study was focused in Kathonzweni division because of the funds available. The researcher is known in the area after working there for six years and hence felt that the population would be ready to respond to the researchers findings.

Kathonzweni division has 4 zones namely: -

Table 3: Education Zones in Kathonzweni Division

Name of zone	No of primary schools
Kitise	24
Kithuki	18
Mavindini	25
Kathonzweni	21

Adopted from district education office, Makueni, KCPE analysis 2003

There are 88 primary schools in the division and with standard eight classes. The division is under one Education Officer (E.O) and each one has a Zonal Inspector of schools (Z.I.S).

3.2 Research Design

The ex-post-facto design was adopted for this study. This ex-post-facto design was used because as Musau (2004) puts it in Cohen and Manion (1980)

an ex-post-facto design is a method of setting possible antecedents of events that have happened and cannot, because of this fact, be engineered or manipulated by the investigator. This design was recommended for this research because it involves studying conditions or events that have already occurred and the researcher has no direct control of the independent variable. The dependent variable (K.C.P.E performance) has already occurred while the independent variable (factors influencing KCPE performance) cannot be manipulated.

3.3 Target Population

Best and Kahn (2004) defines a population as a group of individuals that have one or more characteristics in common that are of interest to the researcher. Target population is defined as a large population from which a sample is drawn (Mugenda, 1999). Therefore for this study purpose, all schools in Kathonzwani Division served as the target population. There are 88 primary schools in the four educational zones in this Division.

The subjects of study were: the headteachers, the class teachers and the standard eight candidate/pupils in these schools. The headteacher was selected because they are the managers of the schools, they run the school plant. They were therefore in a good position to give information on the availability of resources within their schools.

The teachers handling standard eight classes were the closest to the candidates and therefore knew them better. A class teacher in a primary school teaches most of the subjects in the class and would be in a position to provide information on the problem in teaching – learning process.

The standard eight pupils, who make the candidates were in a position to provide reliable information on the factors influencing their performances. This grade was suitable for the study because the pupils had been in school longer than the rest and were already in preparation for KCPE by the end of the year. Records in the District Education Offices show that there were 88 public primary schools in Kathonzwani Division with 88 headteachers and 88 standard eight class teachers. There were approximately 1683 standard eight pupils in the Division.

3.4 Sampling and Sampling Procedures

A sample is defined as a smaller group obtained from the accessible population (Mugenda, 1999). Each member or cases in the sample are referred to as a subject or a “ respondent”.

Stratified sampling is generally in use where there are sub-groups in the population (Borg and Gall 1989) and was therefore adopted for this research. The proportion of each sub-group in relation to the target population

is first determined. The proportion obtained are used to determine the number of subject for each sub-group in the sample.

The formula that was adopted to decide the sample size is 20% of the population to form a representative sample for descriptive research (Gay 1992). The sample in this study consisted of 20% of the target population drawn from the accessible population of schools in Kathonzwi division so as to make the study manageable as well as representative.

To arrive at 20% of the target population in each zone, the following formula was applied:

$$\frac{\text{(Total number of schools in the zone (Zone size))}}{\text{(Total number of schools in the Division (Division size))}} \times \text{total number of schools required (sample size)}$$

(Total number of schools in the Division (Division size)).

Table 4: The number of schools sampled for the study

Name of zone	No. of schools		
Kitise	24	$\frac{24}{88} \times 18$	= 4.9
			= 5
Mavindini	21	$\frac{21}{88} \times 18$	= 4.2
			= 4
Kathonzwi	25	$\frac{25}{88} \times 18$	= 5.1
			= 5
Kithuki	18	$\frac{18}{88} \times 18$	= 3.68
			= 4

Twenty percent of the total number of schools in the division will be arrived at by the formula.

$$\frac{20}{100} \times 88$$

$$= 17.6$$

$$= 18 \text{ schools.}$$

The table below shows the sample size per zone: -

Table 5: Sample Size Per Zone

Name of zone	No of schools
Kitise	5
Mavindini	4
Kathonzweni	5
Kithuki	4

There are two public boarding schools in the Division, namely A.I.C Kathonzweni and H.G.M Vitale boarding school. These were purposively selected for the study because being boarding public schools their experience have been different from the other day public schools. Their performance and enrolment is quite different from the other public schools in the Division, hence the special attention to be availed to them. Therefore, in addition to the sampled 18 schools the two public schools were purposively sampled hence the total number of schools was 20.

The simple random sampling technique was used to select sample schools for each zone. The names of all schools in the zone were written on pieces of paper and put in a basket. The papers were continually turned over by an assistant and the researcher picked appropriate number schools in each zone.

For each selected school, 25% of the class eight pupils were randomly selected to participate in the study, hence 254 pupils were sampled. Twenty primary schools head teacher from the selected schools were used. Twenty standard eight-class teachers participated in these studies, that is one teacher for each of the school class selected.

3.5 Research Instruments

To get the required information the questionnaire instrument was used. There were three sets of questionnaire for headteachers, standard eight class teachers and the standard eight pupils. Structured closed questionnaires and open ended questionnaires were carefully developed by the researcher.

The three questionnaires each contained section A and B. Section A contained questions aimed at obtaining general information about the respondent and the school while B consisted of specific questions related to the objectives of the study. The information was used to arrive at the

conclusions on the factors that influences KCPE performances in the area of study.

3.6 Validity of the Instruments

The research instruments were piloted in one of the schools in the division before data collection. The exercise was carried out using standard 8 pupils, class teachers and head teachers belonging to a school other than the ones selected for the study. The aim of pretesting was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. This was to ensure that the instruments capture all the required data.

3.7 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated tests, (Mugenda 1999). In tests that have a high coefficient of reliability, errors of the measurement have been reduced to a minimum. Reliable tests are stable in whatever they measure and yield comparable scores upon repeated administration (Best and Kahn 2004).

In research, reliability is however influenced by random error. As random error increases, reliability decreases. Errors may arise from inaccurate coding, ambiguous instructions to the subjects, interviewer's bias and

therefore the researcher took care of these errors in his design and their administration.

The items on the questionnaire reflected the research questions and objectives. The items were structured, open and closed in a simple language that the interviewees could easily read and comprehend.

3.8 Procedure for Data Collection

The researcher obtained clearance from the Ministry of Education so as to collect data. Once permit was received, the researcher visited the selected schools to make an appointment for the administration of the questionnaires.

During the ideal field work, all questionnaires for the headteacher and class teachers and standard 8 pupils were delivered to the sample schools by the researcher in person. They were requested to respond to the questionnaire accordingly and hand them back to the researcher.

3.9 Data Analysis

Data was edited first to inspect the data pieces and identify those items wrongly responded to, spelling mistakes and any blank spaces. Descriptive statistics such as frequency distributions, percentage and mean together with inferential statistics were used to analyze the data. The results of the study formed the basis of drawing conclusion.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The purpose of the study was to investigate the factors influencing the performance of Kenya Certificate of Primary Education (KCPE) in Kathonzweni Division of Makueni District. These factors include the availability of teaching and learning resources, academic qualification of teachers, the administrative factors, the community influence, and the adequacy and frequency of inspection and supervision in the division.

This study involved ex-post-facto-design and descriptive statistics was used to analyze the data. The collected data was coded, analyzed to get the meaning. Frequency tables and percentages were used to tabulate data for ease interpretation.

4.1 Headteachers and class teachers response on factors influencing Kenya Certificate of primary education in Kathonzweni Division.

Nineteen head teachers and twenty class teachers responded to the question. The major findings of the study as per research questions are discussed below.

4.2 Research question 2 on whether there was a relationship between teachers academic qualifications and the school's academic performance.

There were 29 male teachers and 10 female respondents. Out of which 17 males and 2 females were heads of primary schools. Most of the head teachers 94.73% were over 35 years in service.

Table 6: Headteachers and class teachers responses on teachers academic qualifications.

Level	Frequency	Percentage %
KCSE / O level	32	82.05
KACE	05	12.82
Diploma	02	5.12
Total	39	100.00

Table 6 revealed that 82% of teachers in the division were O level / KCSE level, 12.8% were A level certificate holders while 5.12 % diploma certificate holders.

On teachers professional status, as indicated on table 7 below, it was found out that, out of the 39 teachers who responded, 53.84% were P1 and 38.46% ATS grades. Out of these ATS (approved teachers status) grade, 80% were headteachers.

Table 7: Headteachers and teachers' responses on teachers' professional status

Grade	Frequency	Percentage
P1	21	53.84
S1	03	07.69
ATS	15	38.46
TOTAL	39	100.00

On experience in the teaching service it was found out that 53.84% of teachers had 7-9 years of service, and that 33.33% of head teachers had over 10 years of service. This is shown on table 8 below.

Table 8. Teachers stated years of service.

Years of service	Frequency	Percentage
1 - 3	02	05.12
4 - 6	03	07.69
7 - 9	21	53.33
10 and above	13	33.33
Total	39	100.00

On the response on whether the teachers had attended any inservice course related to their jobs, it was revealed that all headteachers had attended administrative courses lasting at least 6 months, and that all teachers had also attended various inservice courses related to their teaching subjects.

4.3 Research question 3 on what strategies are taken by the administration to improve KCPE results in the Division.

It was reported that schools were quite understaffed, 84.21%. This is shown on table below.

Table 9: Headteachers and teachers' responses on school staffing situation.

State	Frequency	%
Well staffed	03	15.78
Understaffed	16	84.21
Total	19	100.00

It was revealed that most of the teaching staff in the Division were trained, 64.2% were P1 grade, with parents teachers employed teachers (PTA) representing 5.03%, as indicated on table 10 below: -

Table 10: Staffing situation in the Division as stated by head teachers

Category	Frequency	%
P3	01	0.71
P2	07	5.03
P1	89	64.02
ATS	35	25.17
BED	-	-
Others	07	5.03
Total	139	100.00

Transfers were reported to be minimal, with only 17 cases within a year and the reason given was balancing of teachers.

Table 11: Teachers responses on how regular staff meetings are held.

Period	Frequency	%
Once per term	06	31.57
Thrice per term	05	26.31
When need arises	08	42.10
Total	19	100.00

From the above table 11, respondents indicated that 42.10% of headteachers did not consult their teachers regularly when making decisions, and that teachers in the Division were not highly motivated.

On rewarding of teachers, 82.05% of teachers said they were awarded in form of certificates 38.46%, staff trips 35.89% and that cash awards accounted for 10% only, as indicated on table 12.

Table 12: Teachers responses on type of awards

Type of reward	Frequency	%
Money	04	10.25
Certificate	15	38.46
Trips	14	35.89
Parties	11	28.20
Total	44	100.00

Teachers reported that staff and pupil absenteeism was low. The discipline of staff and pupils was reported as good 68.42%, and satisfactory 56.41% respectively as indicated.

On teaching / working load for teachers, it was reported that 75% of the teachers felt overloaded, with 30 – 40 lessons per week. This is indicated on table 13.

Table 13: Teachers working loads per week.

Lessons per week	Frequency	%
30 and below	05	25.00
30 – 40	15	75.00
Total	20	100.00

On whether extra tuition is taking place in the Division, teachers reported that tuition was going on but it was not compulsory. Headteachers and class teachers also reported that pupils had 2 – 3 hours of extra tuition per day. Table 14 on whether pupils were given homework, it was reported that all teachers gave homework, marked them very promptly, 95% and that 90% of the pupils completed their homework.

Table 14: Teachers Responses on Homework to Pupils

Total no. of responses	Responses		Responses	
	+ve	%	-ve	%
20	20	100	-	-
17	16	94	02	11.76
20	19	95	01	5.00

4.4 Research Question 1 on whether the availability of key teaching and learning resources in primary schools affect performance in KCPE.

Table 15 is on headteachers response on the availability of key teaching and learning resources. Headteachers reported that exercise books, class textbooks were enough, not enough respectively and that were provided for by the government. The schools in the Division do not have libraries, and that classrooms were 52% enough, indicating and increased enrolment.

Teachers houses, staff rooms, and offices were basically inadequate, indicating 77.88% of all responses through out the division. The head teachers reported that play grounds were enough, 93.68% of the Reponses, and that 88.85% of the schools had radio programmes, provided for by the government. All schools reported that telephones facilities, piped water and electricity were not enough. It was also evident that 55.55% of all schools did not have adequate toilets.

Table 15: Headteachers responses on the availability of key teaching and learning materials

Physical facilities	Enough		Not enough		Total frequency
	F	%		F	%
Class text books	08	42.10	19	11	57.89
Exercise books	11	61.11	18	07	38.88
Libraries	01	05.88	17	16	94.11
Classrooms	10	52.26	19	09	47.36
Chairs	01	06.66	15	14	93.33
Head teachers office	04	22.22	18	14	77.77
Staff room	04	22.22	18	14	77.77
Teacher houses	04	22.22	18	14	77.77
Play ground	14	73.68	19	05	26.31
Radio	16	88.88	18	02	12.50
Telephone	01	06.66	15	14	93.33
Water	05	26.31	19	14	73.68
Electricity	02	11.11	18	16	88.88
Toilets	08	44.44	18	16	55.55

Telephone facilities, piped water and electricity were only found in the two boarding schools.

4.5 Research questions 5, to what extend does the frequency and adequacy of inspection team in Kathonzweni Division affect academic performance.

Headteachers and class teachers responses on the adequacy and frequency of inspection in the Division.

Table 16: Responses on the adequacy of inspection in the Division

Yes		No		Total frequency
F	%		F	%
19	100	19	0	0
13	68.15	19	06	31.57
16	84.21	19	03	15.78

The headteachers, in response to whether their schools were ever inspected as indicated above reported Yes 100% that schools were inspected at least twice per term. Over 34.21% of headteachers said that the inspection had a positive effect on the overall performance on KCPE in that each teacher was kept alert and geared towards his work. All head teachers revealed that inspectors inspected all schools records like financial records, lesson plans, schemes of work and progress records.

Teachers were 90% positive that inspection was taking place, and that it was regular with 70% indicating that they were inspected at least last year. 60% of the teachers reported that inspection had a positive impact on the general performance of KCPE in that it was advisory and it helped in making

teachers effective in teaching. Headteachers reported that they observed classes in session, and that they checked the teacher records once a month.

4.6 Research questions 4 on whether the school community involvement affect the pupils performance in KCPE.

The headteachers and class teachers response on community involvement and its efforts on KCPE performance. On community influence on KCPE performance, the headteachers reported that 84.21% of the parents are willing to participate in the general development of the school but also indicated that only 10.52% of the pupils had basic facilities like space and lighting at home to do homework. Table 17 shows the percentage responses.

Table 17: Headteachers responses on parents school support.

Yes		No		Total frequency
F	%		F	%
16	84.21	19	03	15.78
02	10.52	18	16	88.88

Headteachers reported that they held discussion with parents, pupils on performance and encouraged parents to help their pupils with homework.

4.7 Suggested strategies to improve on KCPE performance

The following tables below indicate what teachers felt on the general performance in KCPE and suggestions on ways for improvement.

Table 18: Teachers responses on KCPE results.

Rating	Frequency	%
V. Good	05	12.82
Good	24	61.53
Fair	10	25.64
Total	39	100.00

Over 70% felt that the KCPE results were good and stated that teachers hardwork, and unity with parents, availability of key teaching and learning resources, pupil motivation and extra tuition were the reasons.

Table 19: Teachers responses on why results were good

Reasons	Frequency	%
(i) Teachers hard work, unity with parents and pupils	21	42.85
(ii) Adequate physical facilities and learning resources	14	28.87
(iii) Motivation of staff and pupils	06	12.24
(iv) Enough time for extra tuition	04	08.16
(v) Others	04	08.16
Total	49	100.00

Table 20: Teachers Responses on why results were poor

Reasons	Frequency	%
(i) Understaffing of schools	05	33.33
(ii) Lack support from parents and community	03	20.00
(iii) Pupils absenteeism and indiscipline	03	20.00
(iv) Over enrolled classes	02	13.33
(v) Policy misinterpretations (F.P.E)	02	13.33
Total	15	100.00

It was revealed that understaffing, lack of parents and community support, pupils absenteeism and indiscipline were the causes of poor KCPE performance.

Table 21: Roles to be played by parents so as to improve K.C.P.E performance as suggested by teachers.

Suggestions	Frequency	%
(i) Provide support to schools through provision of learning resources and payment of levis	16	35.55
(ii) Support and encourage pupils to work hard and do homework	14	31.11
(iii) Guidance & counseling of pupils on discipline	08	17.77
(iv) Cooperate with teaches in solving pupils discipline cases	04	8.88
(v) Organize education days for awareness on policy issues like FPE	03	6.66
	45	100.00

Teachers strongly said that parents should support schools on provision of learning resources, payment of levies, support and encourage pupils to work hard in school and at home.

Table 22: Roles to be played by pupils to improve KCPE performance as suggested by teachers.

Suggestion	Frequency	%
(i) Work hard and do assignments	29	55.76
(ii) Be of good discipline	17	32.69
(iii) Avoid absenteeism	03	5.76
(iv) Consult with teachers	03	5.76
Totals	52	100.00

Teachers stated that pupils should work hard and be of good discipline so as to improve on performance.

Table 23: (i) Roles to be played by headteachers to improve KCPE performance as suggested by teachers.

Suggestions	Frequency	%
(i) Be good models and committed to their work	11	26.19
(ii) Motivate pupils and teachers	11	26.19
(iii) Involve stakeholders in decision making	11	26.19
(iv) Create good teaching and learning atmosphere	09	21.42
Total	42	100.00

Headteachers should be good models and committed to their work, motivate both pupils and teachers so as to improve performance.

Table 23: (ii) Roles to be played by teachers to improve KCPE performance as suggested by teachers.

Suggestions	Frequency	%
(i) Show devotion to their work	20	44.44
(ii) Cover syllabus adequately	13	28.88
(iii) Assign and mark pupils work	04	08.88
(iv) Motivate and guide pupils	04	08.88
(v) Further training on new charges	04	08.88
Total	45	100.00

It was the feeling of 44.44% and 28.88% of teachers, that devotion to work and syllabus coverage were key to the improvement of KCPE performance.

Table 24: Roles to be played by MOEST to improve KCPE performance as suggested by teachers

Suggestions	Frequency	%
(i) Employ more teachers	22	45.83
(ii) Sustain the FPE project	13	27.08
(iii) Send FPE funds in time	04	08.33
(iv) Motivate teachers by better payments	09	18.75
Total	48	100.00

It was reported that the Ministry of Education, Science and Technology should employ more teachers and sustain the Free Primary Education (FPE).

Table 25: Any other factor that influences performance as suggested by teachers.

Suggestions		Frequency	%
(i)	Continue the food programme	03	33.33
(ii)	Stop the interference of schools by politicians	03	33.33
(iii)	Look for alternative of the cane due to the increasing indiscipline in schools	01	11.11
(iv)	Employ ECD teachers	01	11.11
(v)	Provision of resources like water, electricity, telephone	01	11.11
Total		09	100.00

Headteachers and teachers generally indicated that the provision of food to schools in ASAL areas was very important in improving KCPE performance. They also felt that political interference was playing a negative role in the running of schools.

4.8 Standard 8 pupils' responses on factors influencing K C P E performance

Out of the 20 schools in the Division that were sampled, 254 pupils responded to the questionnaires, representing over 30% of the total population in the division. Male pupils represented 55.11% and female pupils were 44.89%, an indication that enrollment of boys is slightly higher than girls.

The average age of pupils in standard eight was between 10 -14 years, represented by 59.68 %, while 40.32% were averaged between 15 -17 years. Out of these, public day schools represented 62.91% of the 10 -14 years age brackets while 89.2 % was for the 15 -17 years age.

4.9 Research question 4 on whether school parents and community involvement in running of school affect performance.

The table below indicates that in the two boarding schools 84.90% of the fathers and 91.89 of the mothers were university graduates.

Table 26: Parents educational background.

Parent	Total frequency	University level		Secondary level		Primary level	
		Frequency	%	Frequency	%	Frequency	%
Father	237	53	22.36%	117	49.36%	67	28.27%
Mother	248	37	14.9%	123	49.59%	88	35.48%

On female and parents occupations, the responses are shown on table below.

Table 27: Std 8 pupils female parent occupation.

Category female parents	Frequency	%
1. Civil servants and teachers	42	17.57
2. Business persons	52	21.75
3. House wife / peasant farmers	132	55.23
4. Private companies	03	01.25
5. Others	10	04.18
Total	239	100.00

It was revealed that in boarding schools, civil servants and teachers represented 76.19% of the responses, businesspersons – 34.61% and private companies 10%. Housewives held 96.2% of all public day schools.

On parental support on performance, it was reported that 56.91% of the levies were paid on time and that 99.2 % of parents encouraged pupils to perform better in school. It was revealed that 86.64% of the boarding school parents paid levies on time.

Over 90% responses were that levies were paid for by parents. One child in the boarding schools indicated that the schools sponsored him for he was bright and needy. On why levies are not paid on time, poverty (71.87%), and Free Primary Education (20.85%) were given as the reasons.

4.9.1 Research question 1. Whether the availability of the teaching and learning resources in primary schools affect KCPE performance.

On physical facilities, pupils indicated that there was even distribution in schools; and that exercise books and textbooks were provided by the government, 100%. All classes has population of 40 pupils and below.

The table below shows the percentages.

Table 28: Pupils responses on physical facilities in schools in the division

Physical facilities	Total f	Enough		Not enough	
		f	%	f	%
Textbooks	254	126	49.60	128	50.39
Class books	251	146	58.16	105	41.83
Library	256	56	21.87	200	78.12
Chairs	249	151	60.64	98	39.35
Classrooms	245	211	86.12	34	13.87
Playground	241	211	85.42	36	14.57

4.9.2 Research question 3 on strategies undertaken by the administration to improve on performance.

All the pupils indicated that extra tuition was carried on all schools and if it was compulsory.

Table 29: Marks attained in the end of Term II 2005 joint Division examinations

Marks 349 below	Total frequency		%
349 below	233	91	39.05
350 and above	233	142	60.94

On the table above, it was reported that 60.94% of the pupils had scored 350 marks and above while 39.05% of the pupils had scored below 350 marks. In the two boarding schools, 40.14 % indicated that they had attained 350 and above marks in the end of term two Divisional examinations.

On whether they would improve on the forthcoming exams. 86.55% responded yes, expecting to score 400 marks and above, out of which 98.05% were from the boarding schools.

Table 30 is on what the pupils felt affected their performance in the previous K.C.P.E Examinations.

Table 30: Pupils responses on what affected their KCPE performance.

Causes		Frequency	%
(i)	Pupils not serious with study	82	36.28
(ii)	Lack of support and guidance from parents	41	18.14
(iii)	Inadequate physical facilities like textbooks	40	17.69
(iv)	Under staffing	36	15.92
(v)	Pupils indiscipline	27	11.94
Total		226	100.00

The pupils listed many pupil factors like pupils not working hard, lack of guidance and support for parents and pupils discipline as some of the reasons affecting their performance.

Table 31: Std 8 pupils suggestions on how to improve KCPE performance.

Suggested methods	Frequency	%
(i) Studying hard (getting serious with studies)	205	40.91
(ii) Extra time for tuition / revision	175	34.93
(iii) Improved pupil discipline	41	08.18
(iv) Adequate teachers	34	06.78
(v) Enough text books	27	05.38
(vi) Others	19	03.79
Total	501	100.00

The pupils suggested that working hard in class and extra-tuition with teacher would greatly lead to improved performance in KCPE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate the factors that influenced performance in Kenya Certificate of Primary Education in Kathonzweni Division. The performance of this examination is of great importance to this nation as it shapes the whole destiny of a child.

Specific factors that have been cited in the literature review as influencing Kenya Certificate of Primary Education performance include teaching and learning resources, qualifications of teaching staff, school administration, inspection and supervision, parents contribution and school community support.

The study also aimed at identifying factors influencing performance other than those cited in the literature review.

Data for the study was obtained from twenty primary schools, which were selected by random sampling and purposive sampling for the two boarding schools. The size of the sample was 254 pupils, 20 class teachers and 20 headteachers. 19 headteachers, 20 class teachers and 254 pupils responded and returned the questionnaire. Analysis of data was based on returned questionnaires. The research instruments were questionnaires that were

structured closed and open ended. There were three sets of questionnaire for head teachers, standard eight class teachers and standard eight pupils. These were objectively developed by the researcher.

Research analysis was done by descriptive statistics. The collected data was coded and analyzed to get the meaning. Frequency tables and percentages were used to tabulate data for easy interpretation.

5.1 Summary of the Research Findings

There were 29 males and 10 female teachers. Out of these males, 17 were comprised of headteachers while only 2 of the female teachers were heads. Majority of the headteachers were aged over 35 years. The standard 8 pupil population was composed of more boys than girls and their ages ranged between 10 – 14 years.

In the boarding primary schools, most of the parents were university graduates with over 91% of them comprising of females. Majority of the female parents were civil servants, teachers and business persons. However, over 96% of the female parents in day schools were house wives and peasant farmers. Most of the public day schools were aged between 15 – 17 years, indicating a high rate of repetition in the Division.

On the professional and academic qualification of teachers, it was found out that all teachers in the Division were trained and held P1 and Diploma Certificates, and that most of the headteachers were at the Approved Teacher Status (ATS) grade.

Majority of the teachers had over seven years of teaching experience, with most headteachers with over ten years of service and that most of them had attended administrative or teaching subject related courses.

On strategies undertaken by the administration to improve on performance, it was found out that most schools in the Division were understaffed, teachers were overloaded and most schools had engaged teachers paid by the school committees. Tuition was found to be taking place in all schools and was compulsory.

The following were the findings on key teaching and learning resources.

That exercise books and class textbooks were enough and provided for by the government but classrooms, libraries were inadequate, indicating an increased enrolment due to Free Primary Education Policy. Telephones, piped water and electricity were non-existent in public schools and only found in the two boarding schools.

On inspection and supervision of schools, it was found out that schools were regularly inspected. Inspection was viewed positively and it helped in the improvement of teacher efficiency as well as the use of teaching aids.

On school parents and community involvement in running of schools, it was found out that parents were willing to participate in the general development of the school, and that most households did not have basic facilities at home to assist pupils do their homework like space, lighting and furniture.

5.3 Conclusions

The main question of this research was to find out the factors that influenced KCPE performance in Kathonzi Division. In the findings, it can be concluded that: - Performance in KCPE was fair, and that the boarding primary schools very good and that all teachers in the Division were trained.

It was revealed that most schools were understaffed, teachers were overloaded and that most schools engaged school paid teachers. Tuition was going on in all schools and it was compulsory. The key teaching and learning facilities were evenly distributed in all schools with boarding schools having better facilities. Classrooms, libraries, class desks and toilets were inadequate. School inspection was frequent, effective and was positively viewed by the teachers.

5.4 Recommendations

Efforts should be made by Ministry of Education, Science and Technology to provide more teachers to reduce teachers workload and therefore increase effective teaching and coverage of syllabus. It should also sustain free primary project, as to reduce drop rate in schools.

The Ministry of Education, Science and Technology should motivate teachers through better pay, promotions and scholarships for further education. It should also consider sending FPE funds on time to enable heads to run their schools more effectively through better planning.

The MOEST should continue the provision of food for lunch in Arid and Semi-Arid Lands (ASAL) to sustain the improved enrolments. It should also look for alternative for the banned cane in schools, because indiscipline, drug abuse and immoral behaviour is on the increase.

The ministry should see to it that Early Childhood Division (ECD) is staffed, because many school going age children are still at home due to poverty. Public day primary schools require electricity, piped water and telephone facilities so as to improve on teaching and learning.

It is highly recommended that extra tuition be legalized and regulated for it is playing a great role in the improvement of KCPE performance

especially in the boarding schools where it is well coordinated unlike the public day schools.

The ministry should consider subsidizing secondary school education through increased bursaries. Most households are not in position to send pupils to secondary schools otherwise the achieved enrolment in primary schools will be a waste without such support especially in poor Districts in this country.

Headteachers should organize public awareness meetings with other stakeholders to discuss government policy like the Free Primary Education, so as to educate the school community on the value of education. They should also consult with their teachers in decision making as well as involving other stakeholders in the running of the schools.

5.5 Suggestions for Further Research.

It is suggested that further studies be carried out in the following areas: Since the study was conducted in Kathonzi division, it can be replicated and done in arid and semi arid lands (ASAL) regions in Kenya.

More research could be done on other factors that may influence performance like Early Childhood Education, impact of Free Primary Education (FPE) policy on performance and the impact on boarding facilities on performance.

BIBLIOGRAPHY

- Asuga G.N (2002). An investigation on the factors influencing K.C.P.E performance in Bongoini division in Nakuru District. "Unpublished M.E.D thesis, University of Nairobi.
- Ayoo S.J (2002). An investigation of the factors influencing K.C.S.E performance in Kisumu District unpublished MED thesis, University of Nairobi.
- Best J. (1979). Research in Education, 4th Edition, Englehood and cliffs, New Jersey prentice hall inc.
- Borg N.R and Gall M.D (1987). Education research an introduction, 5th Edition, New York, Longman.
- Betty J. (1986). A survey of the factors that influence performance in K.C.E examination in Kericho District. "Unpublished M.E.D thesis, Kenyatta University.
- Chetalon, Sally J. (2004) Factors affecting performance of KCPE in Kabarnet Division, Baringo District "Unpublished thesis, University of Nairobi.
- | | |
|------------------------|-------------------|
| Daily Nation / Nairobi | 16, June 1998 |
| Daily Nation / Nairobi | 4, June 1999 |
| Daily Nation / Nairobi | 25. January 1999 |
| Daily Nation / Nairobi | 29. April 2001 |
| Daily Nation / Nairobi | 7, January 2002 |
| Daily Nation / Nairobi | 29. April 2002 |
| Daily Nation / Nairobi | 13. May 2002 |
| Daily Nation / Nairobi | 30, December 2004 |
- Deolalikar, AB (1999) Primary and Secondary Education in Kenya. A setor Review in Kenya. Unpublished Research reports. Nairobi.
- Dimmock Clive (1993). School based Management and school effectives. London Longman.

- Elimu Yetu Coalition (2003) Reform Agenda for Education Sector in Kenya. Unpublished Journal.
- Eshiwani G.S (1982). Education and development in western Province of Kenya. A paper presented to leaders conference organized by chamber of commerce.
- Eshiwani G.S (1983). Factors influencing performance among primary and secondary school pupils in Western Province. A policy study. Bureau of educational research, Kenyatta University.
- Kathuri N.J (1986). Some factors which influence the performance of pupils in C.P.E working papers No. 401. Institute of development studies, University of Nairobi.
- Kibui P. (1995). A comparative study of factors that influence the K.C.P.E examination performance of public and private schools in Nairobi unpublished MED thesis, Kenyatta University.
- Kimani G.N (1991). A study of factors that influence achievement in mathematics among primary school inservice students teachers in Kenya. Unpublished Ph.D thesis Kenyatta University.
- Mugenda O.M and Mugenda A.G (1999). Research methods quantitative and qualitative approach. Nairobi, ACTS Press.
- Mulwa A.S. (2004) An investigation into the factors influencing pupils academic performance in KCPE in Mutonguni Division, Kitui district. Unpublished MED thesis. University of Nairobi.
- Muola J.M (1990). The effect of academic achievement motivation and home environment on academic performance among standard 8 pupils. Unpublished MED thesis. Kenyatta university.
- Musau Susan M. (2004) Factors influencing Pupils Performance in KCPE in central division, Machakos District. Unpublished MED thesis. University of Nairobi.
- Mutua L.N (2002). An investigation of the factors affecting K.C.P.E performance. A case study of Mtito-Andei Division in Makueni District. Unpublished MED thesis, Kenyatta University.

- Mworia R.N (1993). Performance in Kenya Certificate of Primary Education examination (K.C.P.E). A case study of Central Inmenti Division in Meru District. Unpublished MED thesis, Kenyatta University.
- Ngure (1987). Analysis of factors that influence the achievement of primary education objectives. Bureau of education research. Kenyatta University. Unpublished research report.
- Republic of Kenya (1981). Report in the second University in Kenya (Mackay report) Nairobi. government printer.
- Republic of Kenya (1999). Totally Integrated Quality Education and Training (TIQET). Report of the commission of enquiry into the education system of Kenya. (Koech Report), Nairobi, Government Printer.
- Somerset (1974). “Who goes to school? Efficiency, equity and Relevance in secondary schools selection election” Ber publication, University of Nairobi.
- Sugura Joseph W. (1984). An investigation into the factors which influence pupils overall performance on certificate of primary education in primary school in Bungoma District, western Province. Unpublished MED thesis, University of Nairobi.

APPENDIX A

LETTER TO HEAD TEACHERS CLASS TEACHERS ON THE STUDY ON FACTORS AFFECTING K.C.P.E PERFORMANCE IN KATHONZWENI DIVISION

We are carrying out research on performance of K.C.P.E in Kathonzwani Division of Makueni District.

This study is very important to stakeholders parents, for they have invested heavily in the schools e.g. Buildings, teachers salaries etc. The findings of the study are very important because they impact on the future of the pupils and the Nation as a whole.

It is with this in mind that we have decided to carry out the research in order to find out the factors that influence performance of K.C.P.E. in the area. Therefore we shall make our findings known to the stakeholders for the necessary action to be taken.

Please answer all questions honestly as possible. You are assured that the information you will give will be held in confidentiality and will not be used otherwise other than for the purposes of this research.

Yours faithfully

Musau Kitavi

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

You are kindly requested to fill in the questionnaire indicating your honest response by ticking () against your option and filling in the blank (.....) for those questions requiring your answer.

SECTION A

1. What is your gender?
 - i) Male []
 - ii) Female []

2. What is your age in years?
 - i) Under 25 years []
 - ii) Between 25-35 years []
 - iii) Between 35-45 years []
 - iv) Over 45 years []

3. What is your highest academic achievement?
 - i) K.C.S.E O level []
 - ii) K.A.C.E A level []
 - iii) Bachelor of Education {BED} []
 - iv) Others {please specify}

4. What is your professional status?
 - i) P2 []
 - ii) P1 []

iii) SI []

iv) ATS []

v) Other {please specify}

.....
.....

5. How long have you been a head teacher?

i) Less than one year []

ii) One to two years []

iii) Six to eight years []

iv) Nine to ten years []

v) Over ten years []

6. Have you received any training in school administration?

Yes []

No []

If yes, how long was the training?

.....
.....

SECTION B

7. Below is a list of facilities used in your school. Please tick where appropriate or fill in information where required.

To what extent are they available in your school	Quite adequate	Adequate	Not adequate	None at all
Class text books				
Exercise books				
Library				
Classrooms				
Chairs				
Head teachers office				
Staff room				
Teachers houses				
Play ground				
Radio				
Telephone				
Water				
Electricity				
Toilets				

8. What is the rate of absenteeism among

a) Teachers?

i) High []

ii) Moderate []

iii) Low []

If high what are the causes.....

b) Pupils?

i) High rate []

ii) Moderate []

iii) Low []

If high what are the causes?

9. a) Has your school ever been inspected?

Yes []

No []

b) If yes how often is your school being visited by inspectors?

Once per year []

Once per term []

More than twice a term a term []

Others (please specify)

10. Does the inspector inspect? (Tick the appropriate)

(i) Finance records []

(ii) Lesson plans []

(iii) Schemes of work []

(iv) Progress records []

11. (a) Does the inspection in your opinion affect your schools overall performance?

Yes []

No []

b) Explain your answer

12. How many teachers are in your school?.....

What is the number of trained teachers?

P3.....

P2.....

P1.....

ATS.....

BED.....

Others (please specify)

13. What is the school staffing situation?

Well staffed []

Under staffed []

14. How often do teachers attend refresher courses?

i) Always []

ii) Sometimes []

iii) Not at all []

15. Do you reward your teachers for good performance?

Yes []

No []

If yes what awards do you give them?

Money []

Certificates []

Parties []

Trips []

Others {please explain}

16. How many teachers were transferred to your school in the last: -

Duration	Number of teachers
Month	
Term	
Year	

17. What were the causes for this transfer?.....

18. Do you engage in extra teaching in this school?

Yes []

No []

If yes is it compulsory?

Yes []

No []

19. Approximately how much time in hours do your standard eight pupils spend on revision daily?.....hrs

20. Does your school have adequate teaching aids?

i) Adequate []

ii) Inadequate []

iii) Non at all []

21. To what extent are the parents willing to participate in the general development of the school?

Very willing []

Willing []

Not willing []

22. Do the pupils have facilities at home to do home work? Eg enough space.

lighting, table, chair etc

i). A Lower percentage []

ii) A higher percentage []

23. Do you organize for the discussion between teachers parents and pupils

in relation to academic progress of the pupils.

i). Always []

ii). Most times []

iii). Some times []

iv). Rarely []

24. Do you encourage parents to assist in ensuring that children complete

homework?

i). Always []

ii). Most times []

iii). Some times []

iv). Rarely []

25. How often do you hold staff meeting?

i) Once per year []

ii). Once per term []

iii). Thrice a term []

iv). When need arises []

26. How often do you consult teachers while making school decision?

27. How motivated are your teachers?

i). Highly motivated []

ii). Moderate []

iii). Low []

28. How would you rate the discipline condition in your school?

a) Teachers

Good []

Satisfactory []

Poor []

If Poor what are the causes.....

b) Pupils

Good []

Satisfactory []

Poor []

If low, what are the causes?

29. How many times per term do you as the head teacher of your school go in to observe classes conducted by teachers?

Once a term []

More than once a term []

Not at all []

30. Approximately how many times do you check the schemes of work and the lessons plans?

Once a term []

Once a month []

Once a week []

31. a) How can you describe the K.C.P.E performance in your school compared to others in the division over the last five years

Excellent []

Good []

Average []

Poor []

b) What do you think are the reason for this trend?

Give at least two reasons

32. Please give suggestions on what actions could be under taken by each of the groups of people given below to improve pupils performance in K.C.P.E

i) Parents

ii) Pupils

iii) Head teachers

iv) Teachers

v) MOEST

33. Comments on any other factor.

.....

Thank you very much for your cooperation.

APPENDIX C

STANDARD 8 CLASS TEACHERS QUESTIONNAIRE.

You are kindly requested to fill in the questionnaire indicating your honest response by ticking (✓) against your option and filling in the blank (.....) for those questions requiring your answer.

1. What is your gender?

Male []

Female []

2. What is your highest academic qualification?

K.C.S.E []

K.A.C.E []

B.E.D []

Others (specify)

3. What is your professional status?

i) P2 []

ii) P1 []

iii) S1 []

iv) ATS []

v) Others (specify)

4. How many years have you taught standard 8 classes

Less than 1 year []

1-3 years []

4-6 years []

Over 7 years []

5. Have you attended any in-service course related to your teaching?

Yes []

No []

If yes specify.....

6. How many times have you been transferred in the last

Duration	Number of Times
----------	-----------------

One year
----------	-------

Two years
-----------	-------

Three years
-------------	-------

7. What were the causes for those transfers?

.....

8. Do you give pupils any homework?

Yes []

No []

9. If yes what percentage completes the homework?

100% Yes []

More than 50% Yes []

Less than 50% Yes []

10. How prompt would you say you are handing back corrected homework to students?

Very prompt []

Prompt []

Not prompt []

11. What is your teaching load per week?.....

12. Do you engage in extra teaching in this school?

Yes []

No []

If yes is it compulsory?

Yes []

No []

13. Does our school have adequate teaching aids?

Not at all []

Adequate []

In adequate []

SECTION B

14. The following is a list of facilities used in school.

Please tick to what extend are they available in your school.

	Quite adequate	Adequate	In adequate	Not at all
Class textbooks				
Library				
Chalkboard				
Teachers textbooks				
Playing field				

15. How often do you use teaching aids?

Always []

Rarely []

Never use them []

Not applicable []

16. Who provides textbooks in this school?

School []

Parents []

Others (specify)

17. Does each pupil in our class have a desk and a chair?

Yes []

No []

18. How many pupils are there in your class?

Less than 30 []

30 - 40 []

40 - 50 []

Over 50 []

19. Are you given any incentives in this school to motivate you to work harder

Yes []

No []

20. If Yes what awards do you receive?

Money []

Certificate []

Trips []

Parties []

Others (specify)

21. How would you rate the discipline condition in your class?

Good []

Satisfactory []

Poor []

22. What are the reasons for your answer above?

.....

23. How many times has your head teacher come into your class to inspect your teaching?

Duration	Number of Times
----------	-----------------

Last month
------------	-------

Last term
-----------	-------

Last year
-----------	-------

24. Does the head teacher involve you in decision making?

Yes []

No []

25. What is the rate of absenteeism among students in your class?

High []

Moderate []

Low rate []

If high what are the causes?

26. What is the rate of absenteeism among teachers

High []

Moderate []

Low rate []

If high what are the causes?

27. Have you ever been inspected?

Yes []

No []

28. If yes, how many times has an inspector come in your class to inspect your teaching?

Duration	Number of Times
----------	-----------------

Last month
------------	-------

Last term
-----------	-------

Last year
-----------	-------

29. a) Has inspection had effect in your performance?

Yes []

No []

b) Explain your answer

.....

30. Does the school organize discussions between teachers, parents and pupils in relation to academic progress of the pupils?

Always []

- Most times []
- Sometimes []
- Rarely []

31. How is the general academic performance in the school?

- Very good []
- Good []
- Fair []
- Poor []

32. What do you think are the reasons for this trend?

Give two reasons

- i)
- ii)

33. Please give suggestion on what actions could be undertaken by each of the groups of people given to improve pupils' performance in K.C.P.E

- Parents.....
- Pupils.....
- Headteacher.....
- Teachers.....
- Ministry of education.....

Comment on any other factor

.....

Thank you very much for your cooperation.

APPENDIX D

STANDARD 8 PUPILS QUESTIONNAIRE.

You are kindly requested to fill in the questionnaire indicating your honest response by ticking (✓) against your option and filling in the blank spaces () for the questions requiring your answer.

1. What is your gender?
Male []
Female []
2. What is your age?
10 – 14 years []
15 – 17 years []
above 17 years []
3. When did you join this school?
4. What is your father's educational background?
Degree []
A Level []
O Level []
Primary []
None []
5. What is your mother's educational background?
Degree []
A Level []
O Level []

Primary []

None []

6. What is your mother's occupation?

7. a) Are your school levies paid on time?

Yes []

No []

b) If not, why?

.....

8. How do you get your levies?

Paid by i. Parents []

ii. Relatives []

iii. Brothers []

SECTION B

9. The following is a list of facilities used in school. Tick appropriately and to what extent they are available in your school.

	Quite adequate	Just adequate	Not adequate	None at all
Text books				
Class books				
Library				
Chairs				
Classrooms				
Play ground				

10 a) Who provides text books?

School []

Parents []

b) Who provides you with exercise books?

School []

Parents []

How many pupils are there in your class?

Below 30 []

30 – 40 []

40 – 50 []

Over 50 []

10. a) Do your teachers give you extra teaching (tuition) in this school?

Yes []

No []

b) If yes, is the extra tuition compulsory for standard 8?

Yes []

No []

13.a) What mark did you attain in the last examination you sat?

.....

b) Did you improve?

Yes []

No []

14. What mark do you expect to get in your forthcoming exam?

Over 450 []

400 – 450 []

Below 400 []

15. Do you allocate yourself time every day for revision of work already done?

Yes []

No []

16. Indicate how your parents/guardians encourage you to perform better in your school exams.

Encourage always []

Encourage sometimes []

Not at all []

17. What do you think affected your school performance during last year's KCPE examination?

.....

18. Suggest some ways of improving the KCPE examination performance in your school.

.....

Thank you very much for your cooperation.