

**FACTORS AFFECTING PERFORMANCE IN K.C.P.E. IN MAGARINI DIVISION OF  
MALINDI DISTRICT**

**BY**

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OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION  
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# DECLARATION

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



.....  
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This project report has been submitted for examination with my approval as a university supervisor. .



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## **DEDICATION**

This research project is dedicated to my wife Hellen and our children Dama, Diwani, Chai and Baya for their encouragement, understanding and support in the course on my studies towards this degree. Also to my parents Dama Shungu and Diwani Lewa and brother Fred Diwani for the good academic foundation they laid on me.

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## **ABSTRACT**

This was an investigation into the factors affecting performance in Kenya Certificate of Primary Education in public primary schools in Magarini division, Malindi district. The study aimed at determining the school based factors that influence KCPE performance of the division, establishing pupils' socio-economic background and their bearing on KCPE performance, establishing whether community involvement in school matters influence pupil's KCPE performance, find out teachers' characteristics which have a bearing on the KCPE performance and finally come up with strategies aimed at improve K.C.P.E performance within Magarini division.

The study adopted a descriptive cross-sectional survey design. The target population was the public primary school head teachers, teachers, pupils and education officers. A simple random sampling design was used to sample the schools and the respondents.

Questionnaires for the head teachers, teachers and pupils and an interview schedule for the education officers were used to provide quantitative and qualitative data. The collected data was then coded and analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation with the help of SPSS (Statistical Package for Social Sciences), and subsequently were presented in form of tables, charts and graphs.

From the study findings, it emerged that poor performance in the division was due to understaffing of teachers, teacher and pupil demotivation, poor time management, poor discipline standards in schools, negative impacts of the community, lack of adequate teaching and learning materials, poor syllabus coverage, poor foundation in lower primary, among others.

The findings of this study will help all the stakeholders to identify those factors affecting performance and may be rectified in advance for the realization of good results to benefit the whole country. Once K.C.P.E results are improved this will reduce dropout and repetition rates thus reducing wastage. The results of such findings can also be used in workshops and seminars for head teachers of primary schools for betterment of school management and administration.

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## **LIST OF ABBREVIATIONS**

- ASAI** - Arid and Semi arid lands
- ATS** - Approved teacher status
- CDF** - Constituency Development Fund
- DEB** - District Education Board
- DEO** - District Education Officer
- EFA** - Education for All
- ERS** - Economic Recovery Strategy
- FPE** - Free Primary Education
- GER** - Gross Enrolment Ratio
- GOK** - Government of Kenya
- HIV** - Human Immunodeficiency Virus
- KCPE** - Kenya Certificate of Primary Education
- KISE** - Kenya Institute of Special Education
- KNEC** - Kenya National examination council
- KNUF** - Kenya National Union of Teachers
- MDG's** - Millennium Development Goals
- MOE** - Ministry of education
- MOEST** - Ministry of Education Science and Technology
- NER** - Net Enrolment Ratio
- NGO** - Non Governmental Organization
- PDE** - Provincial Director of Education
- PRISM** - Primary School Management
- PRS** - Poverty Reduction Strategy
- PTA** - Parents Teachers Association
- PTR** - Pupil Teacher Ratio
- QASO** - Quality Assurance and Standards Officer
- SBTD** - School Based Teacher Development
- SMC** - School Management Committee
- SPSS** - Statistical Package for Social Sciences

**TIQEET – Totally Integrated Quality Education and Training**

**TPC – Teacher Proficiency Course**

**TSC – Teachers Service Commission**

**UNDP -United Nations Development Programme**

**UNESCO - United Nation Educational Scientific & Cultural Organization**

**UNICEF – United Nations Children Fund**

**UPE – Universal Primary Education**

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

The development and expansion of the education sector has been a long standing objective of the government and the people of Kenya since independence in 1963 to enable greater participation. This has been in response to a number of concerns among them, the desire to combat ignorance, diseases and poverty which are the root causes of restlessness through out the world (Sharma, 1979).The goal of primary education is to provide access to quality education to all children of primary school going age on an equitable basis thus ensuring education for all at this level (MOEST, 2003).

There is research evidence that a minimum of education attainment among the majority of a country's population is a prerequisite for modern development. It is a principal means of improving the welfare of an individual's foundation (World bank ,1990).Various studies by Abagi , *et al.*(1998) reveal that countries with a high literacy rates have lower fertility levels, low infant and mortality rates ,longer life expectance and are politically mature for democratic governance .Also primary education has higher social productivity.

The universal declaration of human rights adopted in 1948, declared that, "everyone has right to education" The world conference of education for all( EFA ) ,held in Jomtien, Thailand in 1948,sparked off a new impetus toward basic education. The Kenya Government like other countries of the world has emphasized the provision of educational opportunities especially of basic education as an investment. Basic education

has been considered as a human right which nations have obligation to provide to their citizens (Abagi, 1998).

A world Bank report (1995) in addition states that education in primary and lower secondary levels helps in reducing poverty by increasing productivity of the poor, improving health and by equipping people with the skills they need to participate fully in economy and their society. It is therefore agreeable that education is an worthwhile investment than any other investment.

According to Reilly (1995) "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 in the first critical years. The evaluation and prediction of a child's future is based on his or her performance both in formal and informal education.

In Kenya, primary education currently lasts eight years and is offered to children ranging from 6 to 14 years of age. It is meant to equip youth with relevant knowledge, skills and expertise to play an effective role in the country. The Ministry Education (MOE) attempts to achieve this through development and reviewing of the curriculum materials and providing teachers and organizing regular supervision of schools. Whereas some primary schools provide academic activities that lead to effective learning and sound academic achievements by pupils, others do not (Republic of Kenya, 1992)



Primary education marks the end of formal education for many children due to limited opportunities for secondary education. It therefore plays a crucial role in the life of pupils (Machari, 1992 and Asuga, 2002). In the current 8.4.4 systems of education the academic achievements of pupils is assessed through Kenya Certificate of Primary Education (K C PE). This examination is offered by the Kenya National Examination Council (KNEC). KCPE being first national examination in a child's life is the most crucial and sensitive examination in the country. This is because K.C.P.E. results are used as a yardstick for the selection and placement in various secondary schools and other posts. Primary education is more than cognitive learning .However, increasing level of competition in societies and over-emphasis on examination has resulted in a tendency to ignore the psychological dimension of education. Therefore, values, attitudes, social and emotional problems, career and security at school are not adequately addressed at though they have a direct effect on performance in education.

However, Psacharopoulos (1985) observes that examination that determines pupils chances of proceeding with education from primary schools to secondary schools have a decisive effect on measurement of output from schools, and often cause high rates of wastage and repetition in the developing countries. He warns that examination may be inefficient for selection since they fail to measure skills, knowledge and abilities accurately and fail to predict future levels of achievement.

According to Eshiwani (1993) poor performance leads to undesirable wastage through dropout and repeater rates. It also denies the pupils the continuation of schooling through the formal system of education .He notes that if any region of a country lags behind either

in the number of pupils who attend school or in the number of pupils who pass important national examinations, that region can not effectively participate in the democratization of education.

Elimu Yetu coalition (2003) in their document entitled “reform Agenda for Education Sector in Kenya” has made and documented five observations regarding examination performance in Kenya”

- (a) The general decline in performance
- (b) Consistent better performance by boys over girls
- (c) The over-better performance by private schools
- (d) The reality that this trend is consistent in both primary and secondary schools

The report noted the category of districts with significant decline points a very bad picture of the coast province because six (6) of the seven (7) in the province are in the last ten (10) and even the seventh not in the list also registered a negative performance.

**Table 1.1: Top ten Districts which registered a decline in K.C.P.E mean grade nationally in the year 2006**

<b>S/no</b>	<b>District</b>	<b>Province</b>	<b>Decline</b>
1.	<b>Kwale</b>	Coast	9.71
2.	<b>Tana River</b>	Coast	8.75
3.	<b>Lamu</b>	Coast	8.48
4.	Tharaka	Eastern	8.12
5.	<b>Mombasa</b>	Coast	6.86
6.	<b>Kilifi</b>	Coast	6.66
7.	Mwingi	Eastern	5.91
8.	<b>Malindi</b>	Coast	5.10
9.	Turkana	Rift valley	5.10
10.	Kisumu	Nyanza	5.00

*(Source: MOE (2007) report on K.C.P.E performance 2006: pg 1)*

An issue of great concern is that Malindi district has been recording the biggest drop in KCPE from 2004 in the district national ranking.

**Table 1.2: National position and performance mean of K.C.P.E per District in Coast Province**

S/no	District	Year			Deviation 2006 from 2005	National position		
		2004	2005	2006		2004	2005	2006
1	Mombasa	282.43	274.43	269.49	-6.86	3	4	7
2	Kilifi	269.56	269.58	262.92	-6.66	8	7	14
3	<b>Malindi</b>	<b>264.63</b>	<b>256.38</b>	<b>241.28</b>	<b>-5.10</b>	<b>12</b>	<b>26</b>	<b>51</b>
4	Taita-Taveta	243.23	235.00	232.59	-2.41	49	60	68
5	Lamu	238.58	235.18	226.71	-8.47	56	59	73
6	Kwale	235.87	231.71	222.00	-9.71	61	65	75
7	Tana-River	237.27	226.24	217.49	-8.75	68	74	76

*Source: MOE (2007) report on K.C.P.E. Performance 2006*

### 1.2 Statement of the problem:

Education in Kenya is considered a basic tool for fighting poverty and ignorance that is why it is a basic right and a basic need of every child to get it. Performance of a child in basic education, which is normally measured by K.C.P.E examinations, will therefore determine his future success and failures.

K.C.P.E performance in Malindi District of the Coast province has been dismal over the past years, whereby the district has been recording very low mean scores. For the past three years the number of K.C.P.E candidates scoring above 300 marks that is required to join a national or provincial school has been relatively low compared to the total number

of registered candidates. Out of 979 candidates who sat for K.C.P.E in Magarini Division of Malindi District in 2006 only 90 managed to join secondary school with none joining national schools. The top most Boys and Girls scored 381 marks and 349 marks respectively. (Magarini AEO office 2007)

Magarini-division has contributed to the overall poor performance in Malindi District. Surprisingly in 2004 the division was number two in the district and the only one with a performance improvement of positive (+) but in the years after reverted to the poor performance compared to the other divisions.

Many researches on academic performance in Kenyan primary schools have been carried out and include (Mutea, 2002; Waweru, 1982; Kathuri, 1984; Eshiwani 1993; Kabui. 1995 and Ayoo, 2002). However; none of these studies have focused on the performance of primary schools in Magarini Division, despite of it being known nationally as a poor performer in KCPE examinations. The poor performance prompted the researcher to investigate and establish the actual causes of this situation, thereby filling this research gap.

### **1.3 The purpose of the study**

The study aimed to investigate the factors that affect the performance in K.C.P.E in Magarini division of Malindi District.

The study focused on the in-school factors which may affect performance such as the head teacher's administrative skills, availability and adequacy of facilities and syllabus coverage. It also accessed the out-of-school factors which include the role of parents, the inspectorate and the community.

#### **1.4 Objectives of the study**

The study attempted to achieve the following specific objectives.

1. To determine the school based factors that influence KCPE performance in Magarini Division.
2. To establish pupils' socio-economic background and their bearing on KCPE performance in Magarini Division.
3. To establish whether community involvement in school matters influence pupil's KCPE performance in Magarini Division.
4. To determine whether the frequency and adequacy of inspection team influence schools KCPE performance in Magarini Division.
6. To suggest some strategies to improve K.C.P.E performance within Magarini division.

#### **1.5 Research Question**

The following research questions assisted in the investigation of factors affecting K.C.P.E performance in Magarini division of Malindi district

1. Which school based factors influence pupils' KCPE performance in Magarini division
2. Does the pupil's socio-economic background influence his/her KCPE performance in Magarini division?
3. What do the pupils perceive as factors affecting their KCPE performance in Magarini division?
4. How does the frequency and adequacy of the inspection team affect the schools KCPE performance in Magarini division?

5. Does community involvement in school matters influence pupil's KCPE performance in Magarini division?
6. What are some of the strategies undertaken to improve K.C.P.E results in Magarini division.

### **1.6 Significance of the study**

The study will assist parents and other stakeholders in education to know why their children perform in the way they do since they spend huge resources on education. It will also create awareness on the need to support students through provision of resources to improve their performance.

The analysis of the factors contributing to performance will improve the academic standards. This will assist the educational personnel in the Ministry of Education (MOE) in understanding their role in facilitating academic performance.

Further more, the study will identify administrative factors affecting performance and may be rectified in advance for the realization of good results to benefit the whole country. Once K.C.P.E results are improved this will reduce dropout and repetition rates thus reducing wastage. The results of such findings can be used in workshops and seminars for head teachers of primary schools for betterment of school management and administration.

The results may be used by other researchers in the field of education who may be interested in performance. Improved results will enhance higher transition rates from primary to secondary thus fulfillment to government policy of striving for EFA by 2015.

### **1.7 Assumptions of the study**

The following basic assumptions were made.

- - The respondents (teachers, students and education officers) co-operated and give truthful and sincere answers to the test items.
- There is adequate provision of physical facilities, learning and teaching resources in the schools
- All schools have adequate and well trained teachers
- All schools are regularly inspected

### **1.8 Delimitations of the study**

The study was conducted in public primary schools in Magarini division which had done K.C.P.E for at least the last five years and not private schools which fall on the same rank. This is because all public primary schools in Kenya are equitably equipped and staffed by the government and yet KCPE performance differs. The research topic was concerned with primary school examination performance.

### **1.9 Limitations of the study**

The study was involved head teachers, teachers, and standard eight pupils in few selected schools in Magarini division. The class eight pupils have stayed longer in school and therefore able to adequately do assessment. This is because of time and financial constraints.



## **1.91 Definition of terms**

**Primary Education** –refers to the level of formal education that proceeds secondary school in Kenya.

**Free primary education** –refers to situations where access to education is without any fees or levies .Children have access to education without discrimination

**Access** – this is availability of opportunities of primary education for those who are legible and meet criteria.

**Equity** –It emphasizes equality in the process of outcomes and learning achievement

**Relevance** –It is seen as the applicability of what is learned to an individual's life situation

**Poverty** –It is defined in terms of total expenditure (food and non-food) .An individual is considered absolutely poor if he/she cannot afford to meet the basic needs.

**Enrolment** – Refers to the act or state of making someone an official member of a group, society or organization. In case of primary education, it means registration of pupils in primary schools.

**Inspection** –Refers to overseeing the condition and maintain of building and ground as well as the terminal evaluation of performance and organizational effectiveness

**Supervision** –Is the constant and continuous process of more personal guidance based on frequent visits, when attention is focused on one institutions aspects

**Repetition** - Refers to a situation when a pupil attends the same grade/class for another extra year, either voluntarily or involuntarily, mainly due to poor performance.

**Dropout** – Refers to any pupil who leaves school without completing the requirement of primary education

**Wastage** – Refers to the combination effect of repetition and dropout of pupils from school.

**Pupil** – A person enrolled a learner at primary school

**Resource** – Refer to manpower (teachers), fee paid by parents, learning material and physical facilities.

**Performance** – Refers to the pupil's level of achievement in academics in terms of the total marks obtained at K.C.PE.

**Merit List** – Refers to list showing how the schools' performance in terms of means score from highest to lowest.

**Zone** - The smallest unit in the central government under a district consisting of a cluster of schools manned by a zonal quality assurance and standards officer

**District** – An administrative unit in the central government under district officer .It is a unit of the bigger province

## 1.92 Organisation of the Study

The study is organized into five chapters:-

Chapter one contains the back ground of the study, objectives of the study, research questions the significance of the study, basic assumptions delimitations and limitations of the study and the definition of significant terms.

Chapter two is a review of the related literature to this study on factors affecting pupils performance in K.C.P.E examination (based out of school or community based role of inspectorate) and the conceptual framework

Chapter three consists of a detailed description of the research methodology used in the study, the research design, the target population the sample and sampling procedure the research instrument reliability and validity of the instrument procedure of data collection and data analysis.

Chapter four consists of data collected, the analysis and interpretation.

Chapter five presents the main findings conclusions, recommendations and suggestions for future research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

Understanding why perform poor in school is the key to addressing this major educational problem. Yet, identifying the causes of poor performance is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array of proximal and distal factors related to both the individual student and to the family, school, and community settings in which the student lives. . Moreover, if many factors contribute to this phenomenon over a long period of time, it is virtually impossible to demonstrate a causal connection between any single factor and the poor performance.

Therefore this chapter will review any literature related to factors influencing performance in relation to effective teaching and learning. The literature will be discussed under the following sub-headings:

### **2.2 Educational wastages as a result of poor performance.**

Performance refers to the student's level of achievement in academics which can be poor or good. Poor performance in examinations is often associated with repetition and dropouts. When a pupil performs poorly in the academic arena, he/she is forced to repeat the grade until he attains the required mean grade to enable him to move to the next class. However, this is not always taken kindly because of the age and the social stigma often associated with it. Therefore majority makes a decision to quite education.

Eshiwani 1993 noted that, in a country where half of those in the education system dropout, the overall development is decelerated at the rate of 50%. In summary, the social costs of the dropout problem include an under skilled labour force, lower productivity, lost taxes, and increased public assistance and crime.

### **2.3 Factors influencing performance**

Primary education still plays a vital role in pupil's life as performance at this level, generally attempts their future performance at other levels of formal education. It is therefore imperative that primary education should remain high on the global agenda for education. Its importance in social and economic development makes it a basic right for every child without discrimination. (UNESCO, 2000). However, the performance has not always been smooth because of many different barriers. These may include, school based factors, teacher characteristics, student's social economic background, students characteristics, the role of the community and the inspectorate towards enhancing performance in schools. These are further expounded as follows.

#### **2.3.1 School based factors**

The school based factors that influence the performance of pupils include the availability of teaching and learning materials, school and class sizes, time utilization, syllabus coverage, the efficiency of the school administration (Eshiwani, 1993).

##### ***2.3.1.1 Teaching and learning materials***

Many scholars (Ayoo, 2002; Eshiwani, 1993; Muatua, 2002; Ndiritu, 1999) agree that schools physical; facilities such as class room, laboratories and desks books have a direct

bearing on good performance among students in developing countries .The primary school infrastructure programme has documented that; poor primary school infrastructure is one of the major barriers to improving access and quality in primary education in Kenya.

Good (1989) citing recent research on the conditions and resources of teaching in the United States of America notes that teachers lack basic conditions for teaching.60% of the two thousand teachers surveyed reported lack of staff development, 50% reported poor quality of administrative supervision and 40% reported lack of adequate teaching materials. All the teachers interviewed complained of unrewarding work place, lack of incentives and too much work load that does not allow them time for lesson preparation

One of the most important findings of the Education for All (EFA, 2000) assessment held in Dakar in April 2000 was that performance of primary education fell below the desired levels. The conference also learned that classes continue to be too large thus the constant lack of educational materials, teachers are also not properly trained and are poorly supervised. All these factors have contributed to poor performance in primary education.

In Kenya, performance in national examination is determined by many factors.Dogdo, (1997) identified among these as inadequacy of resources. Eshiwani ((1982) quoting Shiefebreim and Simondia (1981) in their study on determinants school achievement in the third-world countries has noted that factors causing poor academic performance include resources ,process ,class size ,text books ,school management and management of library and laboratory facilities.

Eshiwani (1993) studies on factors influencing performance among primary and secondary school in Western province of Kenya established that school with best facilities performed poorly in KCE. Among the facilities that Eshiwani considered to be important were laboratories, libraries, classrooms, text books, dormitories, visual aids, electricity, water and play ground.

Mwamwenda and Mwamwenda (1987) cited in Ayoo (2002) carried a study on the effects of a school physical facilities on performance in standard seven pupils in examination in Botswana .The study established that the availability of facilities had direct link with performance of pupils in examination.

The findings of Wamahiu, Opondo and Nyaga (1992) supported the view .These scholars carried out a study on educational situations for the Kenya-girl child and established that poor learning environment in the unaided (harambee) schools, lack of laboratories, unqualified staff, and lead to poor performance by the majority of students.

Gakuru(1982) cited in Ndiritu(1999 ) indicated that the condition off school building was important aspect of learning .He found that lockable classrooms could allow teachers to leave teaching aids in class for along time without the fear of theft of damage.

Mukindi (1999), also identified lack of facilities as major contributing factor towards poor performance in Kiambu Division.

The MOEST (2003) technical working group recognized the factors that, "the availability of educational materials had a major bearing on educational outcomes. These materials include textbooks, equipment, furniture, library facilities, and students' writing materials. The group pointed out that textbooks offer explicit instructed design formats. Therefore the availability of these materials has implications for immediate quality improvement in the education systems.

The MOEST report on challenges of implementing free primary (FPE) in the year 2004, based on studies carried out in 2169 primary schools in Kenya established the general conditions of the schools representative nationally. General conditions of school compound majority of public primary schools (50%) are crowded which does not auger well for quality education (16% of the schools lacked space for expansion). There were situations with some classrooms having only roofs but no walls. The floor were not cemented and dusty, 23% of the primary school had classrooms with temporally walls and 8% conducted classes in the open air. About one third of the classrooms had roofs of iron sheets but leaking (26%) while 2% were observed to be in open space, more than half of the classrooms had no window glass, 18% had broken glass while majority did not have window shutters. Slightly less than half of the schools had poor visibility in classrooms and the situation was worse in lower classes which were also more congested than upper classes. Finally majority of schools had inadequate chalkboard and visual aids, this can be impact negatively on the pupils learning outcome.

The well being of learners is of concern and for learning to take place effectively, school need to have adequate and appropriate physical facilities. The report on education



manpower training for the next decade and beyond (Republic of Kenya, 1988) recommended that school be provided with physical and learning facilities. The master plan on education and training (Republic of Kenya, 1999) also recommended that, central government and local authorities to provide schools with physical faculties. These facilities include classrooms, sanitary facilities, desks, water supply, teachers' chairs, tables, stores, cupboards and shelves.

Studies conducted elsewhere have explored the relationship between teaching materials and other related materials inputs and students learning and achievement in developing countries. Heyneman (1984) conducted evaluation of a textbook programme in Philippines, which was introduced to raise national level of academic achievement among students in three subjects, Philippine. Mathematics and Science in two grades. The programme reduced the ratio of pupils per book per subject from 10:1 to 2:1 and this marked improvement in performance.

The evidence from small scale studies in other countries –for example study of mathematics teaching in Nicaragua, (Jaminson et al, 1985) suggests that investment in books may significantly improve the efficiency of education particularly at primary level.

### ***2.3.1.2 Class sizes and the teaching workload***

Launching the free primary education programme on 6<sup>th</sup> January 2003, the Minister of Education Prof. George Saitoti directed that all primary schools were expected to enroll all children of school going age without discrimination. By June 2003, 7.2 million children had enrolled in public primary schools, a 104% increase. The enrolment to the

FPE occurred at all stages even at class eight, hence the rise of K.C.P.E candidates from 540,069 in the year 2002 to 590,069 in 2003 (Elimu yetu coalition, 2004)

The 1.3 million additional children created pressure on physical facilities and severe shortage of teachers where in most public primary schools the teacher pupil ratio rose to 1:60-80 .This situation make a mockery of the free primary education programme (MOEST, 2004 ).The technical working group MOEST (2003) noted that the large classes have a negative effect on teaching and learning process, as teachers can not adequately pay attention to slow learners or effectively carry out proper assessment of the pupil performance in examinations .It recommends therefore that classes be kept within the recommended size of 50 pupils.

The free primary education also increased teacher-student ratio and hence overloading the teachers. This also has an effect on syllabus coverage whereby the syllabus is not fully covered or covered shallowly. Syllabus coverage affects the learning process and consequently performance in various subjects in the scope and depths of the curriculum. Inability to finish the syllabus is expected to have a negative effect on the level of performance on the subjects (Mbugua 1986). Lack of syllabus coverage makes the learner ill prepared and less confident to handle the examination

The daily Nation, October 8<sup>th</sup> 2001 quoting the KNEC report, 2001 cited poor coverage of the syllabus among others as contributing to poor performance in K.C.P.E.

However, Kariri notes in Nderitu (1999), large schools performed better than smaller ones. Kariri explained that this could have been due to the fact that large schools attract

better head teachers who practice proper administration and create a conducive teaching and learning environment which lead to higher academic achievements.

### ***2.3.1.3 School administration***

Schools administration plays a vital role not only in the maintenance of discipline standards but also in the academic performance. Mbithi (1974) defines administration as a formalized system, which is intended to plan, organize, supervise, control and make decisions about the various activities of an organization which is thus a responsibility of the head teacher.

Duignam (1986) and Herlinger et al (1995) noted that the school principal and his/her leadership as crucial factors in the success of the school. This is an agreement with what Kamotho (1998) stated ,that performance in schools depends on the head teacher's contribution .While some head teachers organize the learning process for their students, others leave it to chance .This shows that those who are responsible and committed to their work end up influencing academic performance in their institutions positively and vice versa

Mworia (1993) examined factors affecting K.C.P.E performance in Central Imenti Division Meru District and concluded that among the factors contributing to poor performance include inadequate learning resources, frequent teacher transfers, heavy teaching load, inadequate teacher preparation, inadequate inspection and supervision of schools together with chronic absenteeism among pupils.

Olembo (1992 ) also noted that the quality of Head-teacher matters a lot in a school performance .The way he/she administers the school and relates with teachers ,students and parents has a strong bearing on the students' performance. The head teacher behavior will set the stage for the school in that his/her appearance, punctuality and morality must be beyond reproach (Heads manual)

Sifuna (1988) also noted that lack of communication, poor relationship between head teachers and students, inefficient instructional policies and practices and leaving parents out of the school activities are some of the significant factors contributing to poor performance in high schools

Griffin (1983) in his book school mastery argues that school administration has direct bearing on the achieving of the learners because it plays a key role of co-coordinating, directing and facilitating the learning process

#### ***2.3.1.4 School climate***

Creamers (1994) in his educational effectiveness model had identified the school climate factors that affect or determine students' achievement. At the students' level Creamers identified the students background ,motivation and aptitude as strong determinants of their achievement At this level he identified two variables as being crucial to students achievement namely:” time on task “ and opportunity to learn. He defined “time on task” as the time that the students are willing to spend on learning and educational tasks, which he considers as being determined by the motivation of students and factors at the school and classroom level .He specified time on task as time that the students are actually involved in learning. However, he pointed out that this time has to be filled by opportunity to learn.

This opportunities, concern the supply of learning material, experiences and exercises by which students can acquire knowledge and skills .He also identified the quality of instructions as an important determinant of the out come of education. In this regard he singled out the quality of textbooks and other materials used by the teacher .Creamers underscored teachers' behavior as an independent contribution to school effectiveness .he pointed out that the important role of the teacher is to set the time framework (for lessons and homework) organizes the instructional environment and provide initiative and continue that instructional process .He concluded by listing the characteristics of effective teacher behavior that positively affect pupil's performance.

They include:-

- Effective class management and quiet atmosphere
- Use of homework
- High expectations
- Clear goal setting
- Structuring the curriculum content
- Clarity of presentation
- Frequent questioning
- Use of an immediate exercise waver presentation
- Use of evaluation feedback and corrective instruction

A study done by Lane and Tinto (1987 ) cited in South Worth et al (1990) reveled a correlation between school climate characterized by rewards for academic excellence and good discipline being valued by teachers and good performance in schools.

Studies done by Mortimore as cited in Ndiritu (1999) showed that effective schools have positive ethos.

A greater emphasis on praise and rewards was beneficial. Teachers encouraged self-control on the part of pupils rather than emphasizing the negative impact of their behavior.

The school organizational climate influences performance. Sandy (1988) cited Ndiritu (1999), in his study with 286 academic and technical vocational teachers in the Republic of Trinidad and Tobago sought to establish factors that made teachers more effective. He found that teachers' performance was related to school climate though Dumzio (1989) found no relationship between organizational climate and academic standards.

Motivation of both pupils and teachers have been cited as factors influencing performance. Page (1958) cited in Muoki (1990) conducted a study using more than 2000 children in 74 high schools which showed a positive correlation between performance and motivation. Students who received personalized comments showed a marked improvement. Ndiritu (1999) in her study in the factors influencing performance in secondary school students in Central and Nairobi provinces showed a positive relationship between motivation of students and academic performance.

Goodlad (1984) cited in Ndiritu (1999) stated that effective schools have an academic emphasis. Their goals are clearly stated and there is a certain degree of structure, which enhances high expectations in terms of performance. Such schools have assigned and

graded homework. These factors motivate learners and teachers and ensure that they strive to achieve high academic excellence.

#### ***2.3.1.5 Time utilization***

The time allocated to teaching and learning has also been showing as a factor influencing performance. Comber and Keeves (1993) have observed that within limits the more hours allowed for instructions in a subject, the higher that achievement. As report performance by KNEC is quoted in Mutea (2002) as having cited lack of adequate revision time a factor in KCPE performance

Eshiwani (1983) noted that most schools lose many teaching and leaning hours at the beginning and end of the term. This could account for many failures in the national examinations. Simiyu (2002) noted that a crucial factor consistent with good performance was the students' discipline. This was neglected in the organized study time –time –table that individual students draw for proper management of their private time.

In a study done in by Michieka (1983) citing in Ndiritu (1999) on student drop out rates in Kisii district revealed that frequent absenteeism leads to loss of study time in examinations. Abagi (1997) noted that there was a lot of wastage of pupils learning time in primary schools which lead to non-coverage of syllabus in good time before examination. This lead to further poor performance in national examination.

In terms of assessment and timing, Mbithi (2002) findings showed that the most teachers do not alert the learners before hand that an assessment date has been scheduled on a

certain day. Surprise assessment gets learners off guard and their poor performance does not reflect their ability.

The head teacher of Angoche primary school in Kakamega which emerged top in 1986 cited the following reasons for the better performances

- proper use of school time
- good discipline of pupils and teachers
- pupils usage of extra time to study in library preps
- teachers prepared syllabus in advance and completed syllabus
- class test were taken on weekly bases to ensure pupils are conversant with the syllabus
- pupils and teachers committed to their responsibility

### **2.3.2 Teacher Characteristics**

Cuttman, (UNESCO -2002) maintains that “the quality of education will not improve without a critical look at teachers practices, the in-service training give teachers a personal and professional boost allowing them to use new materials and inject more life and participation in classroom. For teachers to promote quality in education, they must be respected and adequately remunerated. Also they must accept professional responsibility and be accountable to both the; learners and communities (UNESCO, 1977). Teachers’ qualification therefore should been identified as a crucial factor in influencing performance.



Sungura(1984) ,carried out an investigation in to the factors .which influence pupils performance in K.C.P.E IN Bogotá District ,Western Province .He found out that some trained teachers especially primary (p4) and primary three (p3) are in capable of handling CPE classes let alone the 8.4.4 which were more demanding

Eshiwani (1982) noted that poor performance is due to teacher characteristics including teacher certification, experience, teacher training, pupil-teacher ratios (PTR) Professional commitment and transfer index. He also reported a correlation between students' performance and teacher characteristics which include his/her qualifications. He revealed that many schools perform poorly in national examinations for the reason that 40% of the teachers in primary schools are untrained. Therefore the quality of the teachers played an important role in school performance.

Osman (1989) in his study of poor performance in K.C.P.E attributed the poor performance to the following conditions: inadequate distribution of teachers, very few in service courses given, understaffing and storage of classrooms, desks and unsupportive parents.

Maude (1980) carried out a study on the relationship between Kenyan secondary school pupils' needs to achieve and their performance in school subjects. His findings underscored the fact that academic qualifications of teachers and availability of learning resources were the most important factors that determined learners' performance.

The study established that harambee schools, which relied on untrained teachers, had a failure rate of 37.7% in national exams compared to 2% in Government schools. Abagi

(1997) points out that it is common attitude among both teachers and the public that low pupil teacher ratio and teachers high qualification results in good performance in schools. Teachers attitude towards their work and pupil class management and their interaction with pupils have a great impact on their academic achievement and retention in schools particularly girls.

Abagi (1997) says that few classroom observations in Kenya indicated teachers' negative attitudes "push" pupils out of schools. Such pupils are sometimes neglected, abused, mishandled and sent out of class during teaching – learning periods. According to the MOEST (2003) report on sector review and development, the teacher characteristics are shaped by formal education training, experience gathered, subject mastery and availability of the teacher.

Thuranira (2000) in his study of K.C.P.E performance in Egoji Division of Meru central established that the factors affecting K.C.P.E performance include the frequent transfer of teachers particularly in the middle of the term, inadequate staff ,lack of learning and teaching materials and lack of support from the community.

Eshiwani (1993) also revealed that teachers are often transferred. This usually affects students' performance in that, the rapid change in teachers over short intervals results in to confusion in the learning process as teachers are unable to know the students well enough and prepare the necessary instructional materials appropriate to their needs.

### **2.3.3 Student's socio-economic background**

The argument that socio-economic background of students tend to influence their performances is advanced by the supporter of the "good home theory", Tyler (1997) in Ayoo (2002). They maintained that students whose parents are educated tend to be provided with an enabling environment that stimulate education. They are also encouraged by their parents to read relevant books and literature. It is assumed that the provision of good reading materials and intellectual environment motivated students to learn better and eventually perform well in public examinations.

Parents play a crucial role in keeping young people in school. The degree and nature of family support are determined by such factors as a stressful/unstable home life, socioeconomic status, minority membership, siblings' completion of high school, single-parent households, poor education of parents, and primary language other than English (Horn 1992). All these determine the decision made by the parents concerning their children's education.

Once the decision is made to invest on the child's education, the opportunity cost of the child's time becomes important as well as the structure of the household and family income. Research has consistently found that socioeconomic status, most commonly measured by parental education and income, is a powerful predictor of school achievement and dropout behavior (Bryk & Thum, 1989; Ekstrom et al., 1986; McNeal, 1999; Rumberger, 1983; Rumberger, 1995; Rumberger & Larson, 1998; Pong & Ju, 2000). Father's education, which may be a proxy for his perception, is found to have a significant impact on the schooling of boys and girls; the mother's perception influences only the girl's schooling (Glick and Sahn, 2000; Shapiro and Tambashe, 2002). In

addition. mother's lack of education increases the risk of early withdrawal of girls than boys as Lloyd et al. (2000) suggests.

Studies have been carried in developing countries have showed that the performances of boys and girls was significantly related to the socio-economic background of their parents ,Duncan(1989) .She established that one way the socio-economic background affect school achievement was through the type of school attended. Children from poor homes despite their mental potential tend to go to the cheaper, low performing schools while their counterparts, whose ability could be average, go to well performing schools because their parents can afford.

The choice of school therefore was found to be main determinants of educational attainment and later occupational placement. A recent launched United Nation Development programme report puts that poverty rate in the country at 56% (Daily Nation, Friday April, 27th 2007) which is one of the major factors that discourages parents from investing in their children's education.

Abagi (1997) reveals that most parents and by extension many communities are not in position to meet the ever increasing cost of schooling adequately. He points out that, as the level of poverty rises ,child labor has become crucial for family survival ;more children are therefore increasingly employed in domestic activities ,agriculture ,petty trade in rural and urban Kenya .Poor households have to carefully analyse the opportunity cost of education .Abagi further points out that pupils absenteeism is high where child-labor is valued and inevitable . This affects performance in schools.

Mwanzi (1982) cited in Mutea (2002) points out that children in rural areas have difficulties learning English because only a majority of the folks in rural Kenya speak it and therefore children do not hear it often enough. Rural children entirely rely on their teachers' for the extension of their vocabulary and sometimes construction.

Studies conducted elsewhere in Africa reveal that the home environment contributes subsequently to different academic achievement levels by girls and boys. Swainson (1994) in Ayoo (2002) in his study on constraints to education in Malawi established that boys and girls participated in household duties but the difference in participation levels were substantial with girls performing more chores than boys.

He also established that girls' chores were more demanding particularly in poor families given their overwhelming economic needs. Girls therefore have low concentration levels during lessons due to exhaustion and attend schools more irregularly than boys and less intensively. Some studies that have been conducted reveal that the distance from home to school has a direct influence in examinations for example, Bunyi and Okkelmo (2000) carried out a research to find out the influence of distance on education of girls. The study established that distance had a strong effect on retention rates and regular attendance of school, ultimately affecting students' academic achievement. It is also revealed that distance from school had more negative implications on girls' safety and security which were viewed as key in school attendance and academic achievement.

Wamachiu (1980) in her study in Kwale district, Coast Province, Kenya, concurs with Swainson's findings; she also found that girls performed more tasks and therefore had less time for supplementary readings for school as compared to boys.

Psychologists have established that one's family background influences greatly the learning process of a child. When a child comes from a stable and happy family, such a child will be balanced psychologically and emotionally (Republic of Kenya 1995). Malnutrition, for instance, which is due to poverty, has a direct influence on the health of a child, which will directly or indirectly affect his/her learning ability.

Psacharopoulos (1978) notes that the size of the family, parents' level of education, especially that of the mother and father, influence a student's interest in a subject and hence his/her performance.

Ndiritu (1997) noted that children from well-to-do socio-economic backgrounds tend to do better. This is a result of high incomes of their parents, which enable them to buy supplementary books and reside in urban areas where the best schools are found. Those of lower income may not afford tuition fees, provision of school books and other necessary resources.

Kathuri (1997) cited in Asuga (2000) revealed that children whose parents paid regular visits to school to find out the progress or attend school functions do better academically than those whose parents have not paid such visits. Ayoo (2002) in her study on factors affecting academic performance in K.C.S.E exam in public secondary schools in Maseno Division also concurs that parents' involvement in school functions has a positive effect on performance.

#### **2.3.4 Role of community**

Global experience shows that the community involvement in school governance can be a positive force for school improvement, even when parents are illiterate (UNESCO 2003). With the introduction of 8-4-4 system of education in 1985, and its cost-sharing policy, more community members were involved in school affairs than before in provision of facilities such as libraries, work shops, and financing of school development projects through harambees. Therefore there must be a cordial relationship between the school and the community. Arrant (1985) notes that the head teacher is responsible to the public and the community which his/her school covers.

Bett (1986) carried out a study in Kericho District showing that poor support from the local community in the provision of resources such as learning materials contributed to poor academic performance.

Other community factors such as consumption of local brew, provision of job opportunities for on going pupils or school dropouts, circumcision of boys and girls as well as inadequate parental involvement contribute to poor performance in Meru according to Mworira (1993).

#### **2.3.5 Role of inspectorate**

Currently known as the quality control and standards, it is the professional arm of the MOE charged with establishing, maintenance and improvement of standards of education in Kenya schools and colleges (MOEST 1999).

Being the custodian of standards, the inspectorate plays the role of a supervisor as well as through assurance and quality development, as a supervisor of department ensures that procedure are filled and maintained and national goals are achieved. In an advisory capacity the department plays the professional role of liaising closely with classroom teachers for the purpose of attaining the required standards. It therefore to set standards, monitor their achievement and share the knowledge through feed back and monitoring.

Inspection has a bearing on the school system .This is because it enables the school program to be maintained and evaluated (Olembo 1997) .With the expansion of the education , greater and closer supervision of all school work is important .The inspectors must be trained on relevant knowledge ,skills and attitudes. Sisungu (1998) found that inspectors inspected head teachers and teachers on institutional matters but were not prepared for the task.

Olembo (1987) notes that co-operation through recognition of each teacher's contribution to improve instructions results in improved performance. This recognition will help in changing the attitude of both inspectors and teachers towards each other.

Kathata (1987) found out that when a school is being visited regularly by inspectors, teachers tend to be keener on their work and mistakes are corrected as soon as they are discovered. As they inspect the institutional and curriculum matters, inspectors enable schools program to be maintained and evaluated. Therefore there is need for co-operation between the inspectors and teachers



## **2.4 Theoretical framework**

Theory is an essential feature of sociological inquiry and any empirical study should be grounded on theory (Singleton Et al, 1988). Theory helps us to understand and explain our social experience and it also helps us to determine ways in which to resolve the problems we encounter. The purpose of this section is to attempt to link theories with a proposed study.

### **Connectionism /behaviorism theory (E. Thorndike)**

Learning is based on stimulus – response theory.

The learning theory of Thorndike represents the original stimulus –response (S-R) framework of behavioral psychology: Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. Thorndike acknowledged the association between the response and the stimulus, which became the bond or the connection. When a connection between a stimulus and a response is made followed by a satisfier, the connection is strengthened. If it is followed by an annoying state, the connection is weakened. Rewards or satisfiers are used to strengthen or reinforce a desired behavior.

Thorndike was especially interested in the application of his theory to education including mathematics (Thorndike, 1922), spelling and reading (Thorndike, 1921), measurement of intelligence (Thorndike et al., 1927) and adult learning (Thorndike et al., 1928).

According to the law of exercise the connection between a stimulus and a response is strengthened by use and weakened by disuse. Learning is a connecting process and the learner responds mechanically to stimulus. Elements of the learning experiences must be ordered and evaluated by someone who is more knowledgeable other than the learner.

The teacher has the responsibility for determining which learning experiences are sequentially correct for the learner. The teacher must analyze the lesson into a series of logical steps of the size appropriate for the student. The teacher next is required to present the lesson step by step. The right stimulus must be presented sequentially at the right time. The stimulus, response reward sequence is presented through a series of elaborations until the learner meets the performance criteria of the instructor. The total obligation for the organization of the experience falls on the shoulders of the teacher who cannot delegate this responsibility.

The learner who is assumed to be immature should not be left with the responsibility of planning his/her own educational experience. Learning takes place usually after along and complicated process involving vigorous academic and personal discipline and these processes are not natural. The means of learning are imparted by the teacher thus effective teaching must be done by those who know how to teach.

Thorndike's theory provides the basis for a methodology, where instruction should be reserved for the teacher for the benefit of the learner and the society. The method of scientific inquiry is brought about by the use of methods of science in the study of current

problem. Students must be taught how to learn step by step. They must be free to say in which area they may want to learn after she/ he is proficient in the content.

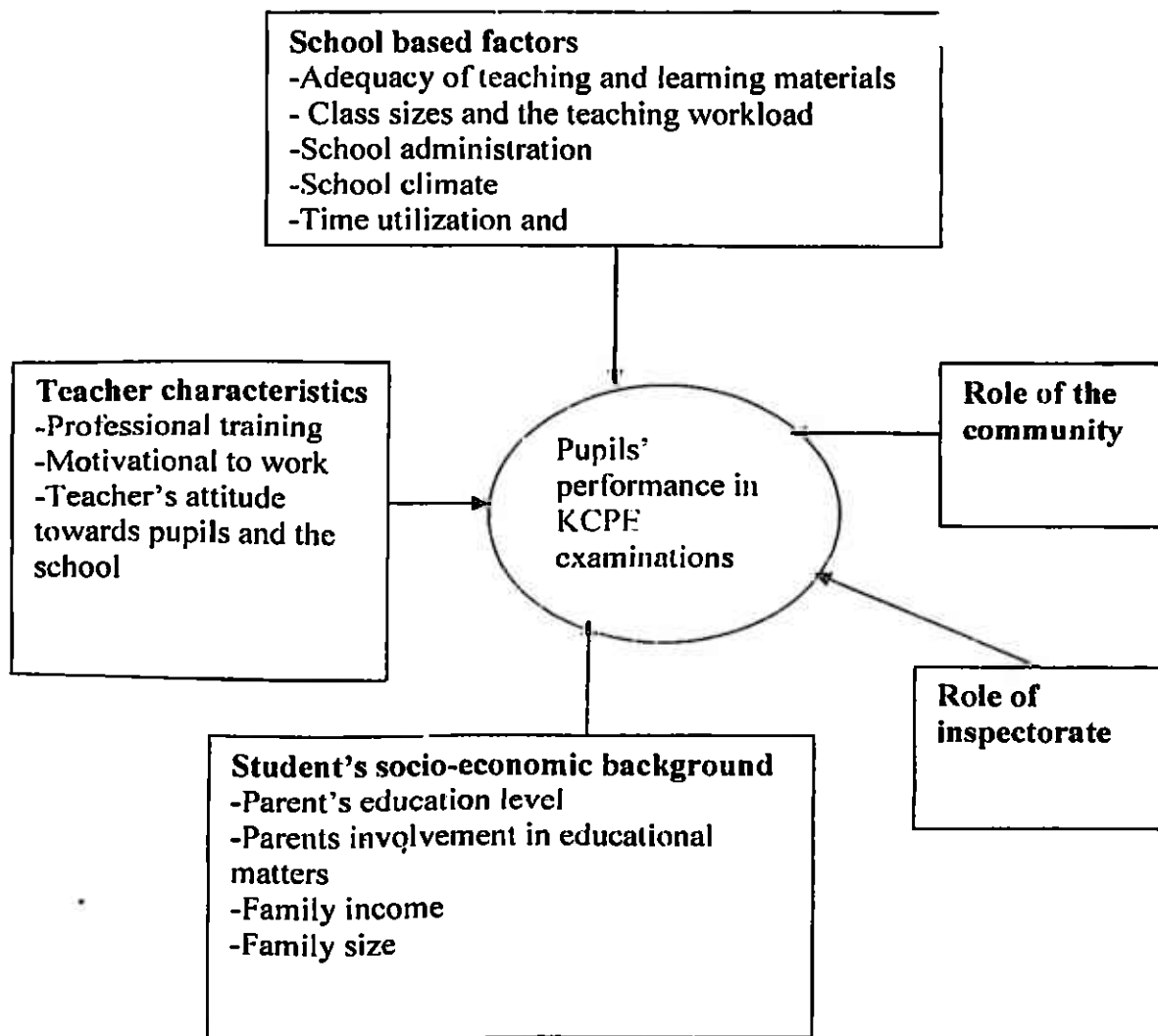
The logical step by step development of learning towards a determined end invalidates Thorndike's description of learning. Based on Thorndike's theory, it's the role of the teacher to foster the intent to learn the subject he/she is teaching by providing pleasant consequences for correct responses and helping the learner to identify meaningful relationship, learning of concepts and arranging for sequential cumulative learning.

However, for effective teaching and learning to take place, stimulus like the teaching/learning resources must be adequate, motivation for both teachers and the pupils must prevail, the school climate must be favorable, the community must be supportive, among others and the response for this is a good performance. Therefore, the researcher will use this framework to determine the prevalence of these factors in stimulating good or poor performance of the pupils in public primary schools in Magarini division, Malindi district.

## **2.5 Conceptual frame work**

The conceptual frame work defines the variables of the study in which the current study will be based. The framework explicitly shows the explanatory and the response variables of the study as illustrated below.

**Figure 1: Conceptual frame work**



*Source: developed by the researcher*

The above model illustrates some of the factors that influence the performance of primary schools in KCPE examinations. Teacher's characteristics for example may affect the performance either negatively or positively. If a teacher is not well trained or has low professional qualification, he/she may have a problem in the mastery of the content and even the teaching methodology. Also if not well motivated for example through

remuneration, promotions, the morale of teaching will be very low. This also applies to the attitude and vice versa.

School based factors like inadequacy of teaching and learning materials, large class sizes and which results to increased teaching workload hence poor teacher preparation and shallow syllabus coverage, incompetent and authoritative school administration, unfriendly school climate and poor time utilization may result to poor performance of the pupils.

Student's socio-economic background such as low levels of parental education which makes the parent not to care about their children performance, Low levels of parental involvement in educational matters of their children, low family income which determine the quality of education and the basic needs provided and the family size which presses the opportunity cost on the provision of basic needs and quality of education, affects the performance of a child.

The community and the inspectorate on the other hand their participation in school affairs may influence the performance either positively or negatively.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains details on the research design, target population, the study sample and sampling procedures, research instruments and their validity and reliability. This chapter also includes the methods for data collection and the procedures for data analysis.

#### **3.2 Research Design**

Research design has been defined as a framework of planning and conducting a study (Ogotu, 1995). The descriptive survey method will be used as the research design. This method is chosen as it can help in achieving the stated objectives in that it enables data collection from a large sample. This determines and reports the way things are, such as public opinions or attitudes (Gay, 1976). Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible draw general conclusion from facts discovered (Lokest, 1984). Coopers and Emory (1995) highly recommend this type of research design where several respondents give answers to specific questions at a one point in time survey.

#### **3.3 Locale**

The study was conducted in Magarini division, Malindi district, targeting the public primary schools. Magarini division is one of the three Divisions in Malindi, which is also one zone with a total of 26 public primary schools.

### **3.4 Target Population**

The target population was the larger group from which a sample population is to be selected (Brinker 1988). For this study it was the 26 public primary schools, 344 teachers, 1,188 class eight pupils and the two Education officers within Magarini division.

### **3.5 Sample size and Sampling Procedure**

A sample is any group from which information is obtained (Frankeland Wallen, 1993). Sampling is the process of selecting a sufficient number of elements from the population so that a study of the sample and understanding its properties or characteristics will make it possible to generalize such properties or characteristics to the population elements (Sekaran, 2003).

The sample for this study was selected using a simple random sampling design. The minimum sample for a survey of a small population is 20% and that of a large population is 10% (Gay 1992). Five primary schools in Magarini Division were selected which represents 20% of the schools in the division. Two schools were used for the purposes of piloting and therefore the Division contributed five schools for this study. There are a total of 344 teachers in the Division and therefore the researcher sampled 35 of them. Only class eight pupils were selected for this study since they are in a position to understand what can hinder them from performing well. One Quality Assurance and Standards Officer (QASO) was selected.

The sample taken was assumed to be enough to make generalizations on the actual population size. The ideal sample was large enough to serve as an adequate

representative of the population about which the researcher wished to generalize and small enough to be selected economically in terms of subject availability, expenses in both time and money and completing of data analysis (Best and Kahn, 1993).

### **3.6 Research Instruments**

The study instrument included both the questionnaire and the interview schedules

#### **3.6.1 Questionnaires**

The researcher developed a written questionnaire which consisted of both open and closed ended questions, for teachers and students. Mugenda (1999) observes that the use of questionnaires is a popular method of data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to the large samples.

The instrument mainly included two sections: A and B. Section A contained items aimed at obtaining the demographic details of the respondents, which include age, gender and other background information of the respondents. Section B contained items aimed at obtaining the factors that could affect KCPE performance as perceived by the respondents.

#### **3.6.2 Interview schedule**

Interview schedule was used to collect education officer's general opinion on the factors that lead to the poor performance of the division.



### **3.7 Pilot study**

The data collection instruments (the teachers and students questionnaire) was piloted using two primary school. The post pilot adjusted data collection instruments were used to collect data for analysis.

According to Mulusa (1998) the purpose of piloting is to assess the clarity of the instruments and the suitability of the language used in the instruments. He continues to say that a pilot study is used to measure the validity and reliability of the instruments.

#### **3.7.1 Validity**

Validity is the degree to which a test measures what it is supposed to measure .A test is normally valid for particular purpose and for a particular group. In general, the instrument is valid if it measures what it claims to measure (Dalem, 1970).

#### **3.7.2 Reliability**

Reliability is the degree to which a test consistently measures what it measures. According to Gay (1992) the more reliable a test is, the more confidence we can have that scores, obtained from the administration of the test are essentially the same scores that would be obtained if the test were re administered. The questionnaire for the teachers and students was used in the pilot study and then correlated to test their reliability.

### **3.8 Data Collection Procedures**

Permission to carry out research was obtained from the Ministry of Education as required by law. A reconnaissance was made to each primary school to inform the head teachers of the intended study. The day was then arranged to administer the research instruments.

The questionnaires were given to teachers to complete and returned to the researcher. To ensure a higher return rate they were collected within 14 days. However for those who were not be able to fill in the questionnaire within the given period for any given reason, the questionnaire were collected at a later date convenient to both the researcher and the respondents.

### **3.9 Data Analysis**

Data analysis involved preparation of the collected data i.e. cleaning, coding, and editing of data so that it could be processed using Statistical Package for Social Sciences (SPSS) software. The coded data would be entered into the SPSS programs where it will be developed into a database and hence analyzed. The descriptive data analysis was then done using both quantitative and qualitative techniques. Quantitative data was analyzed using mean scores, frequencies and percentages and was presented using tables, charts and graphs. Inferential statistics such as the regression model was used to establish whether there is a relationship between the teacher's personal characteristics and the school performance.

## CHAPTER FOUR:

### DATA ANALYSIS AND STUDY FINDINGS

#### 4.1 Introduction

This chapter presents the study findings and discussions. Data on factors that affect the performance in Kenya Certificate of Primary education was obtained from primary school head teachers, teachers, pupils and education officers in Magarini division, Malindi district. Out of 163 questionnaires distributed, 155 were collected accounting for 95.1% response rate.

The data collected was then captured in SPSS package, coded and analysed. The analysis and the study findings are summarized into, frequencies and percentages upon which interpretations and conclusion were made. These are subsequently presented in frequency tables, graphs and charts.

The thematic arrangement of the findings is based on the respondents.

#### 4.2 Head teachers responses

##### 4.2.1 Organizations' profile

Table 4.2.1.1: School enrolment Total

Number	Frequency	Percent
701 - 1000	3	60.0
1001 - 1300	1	20.0
1601 - 1900	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Source: Research Data

The number of pupils in most (60%) of the sampled schools ranged between 701-1000, while some schools as represented by 20% in each case had 1001-1300 and 1601-1900 pupils as illustrated on the table above.

Table 4.2.1.2: Number of streams

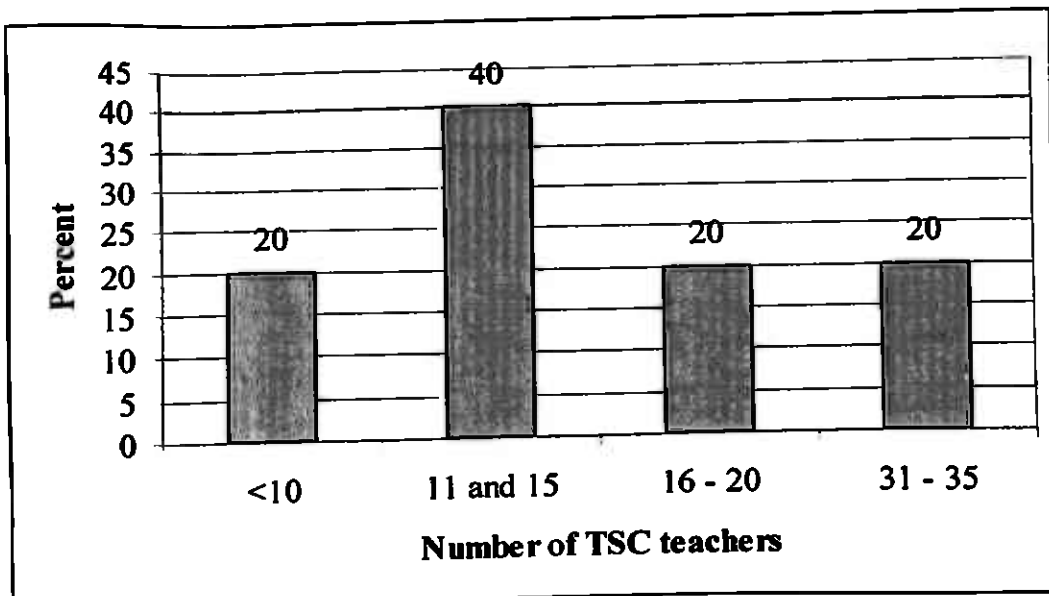
Number	Frequency	Percent
11 -20	2	40.0
21 - 30	2	40.0
41 - 50	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Source: Research Data

Given such high enrollment rates in the schools, all the sampled schools had more than 11 streams, with some (20%) having between 41-50 streams as indicated on the table above.

However, this situation does not match with the number of teachers in these schools as shown on the graph below.

Figure 1: Number of TSC Teachers



The number of teachers employed by TSC in 60% of the school was below 15, 20% of the schools had 16-20 teachers and only 20% of the schools which had sufficient teachers (31-35).

Because of the inadequacy of teachers in these schools, the head teachers reported that the schools in collaboration with the parents have employed some (2-3) teachers to curb such deficits.

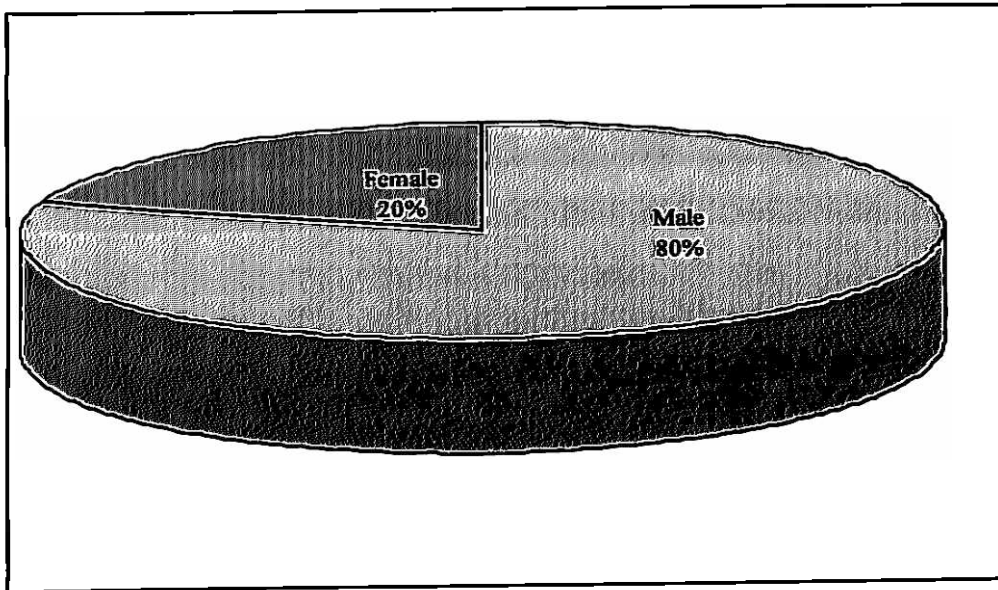
The above scenario, given the high enrolment rates in these schools due to the introduction of free primary education. it can therefore be inferred that schools in Magarini division are understaffed. This may affect the performance of these schools in the KCPE examinations due to teacher overload and therefore unable to prepare well and render quality services to the pupils and also may lead poor syllabus coverage in various subjects.

#### **4.2.2: Demographic profile of the head teachers**

##### **Gender**

The male head teachers were the majority as accounted for by 80% of the respondents than their female counterparts as represented by 20% respondents as illustrated on the chart below.

**Figure 2: Gender of the respondents**



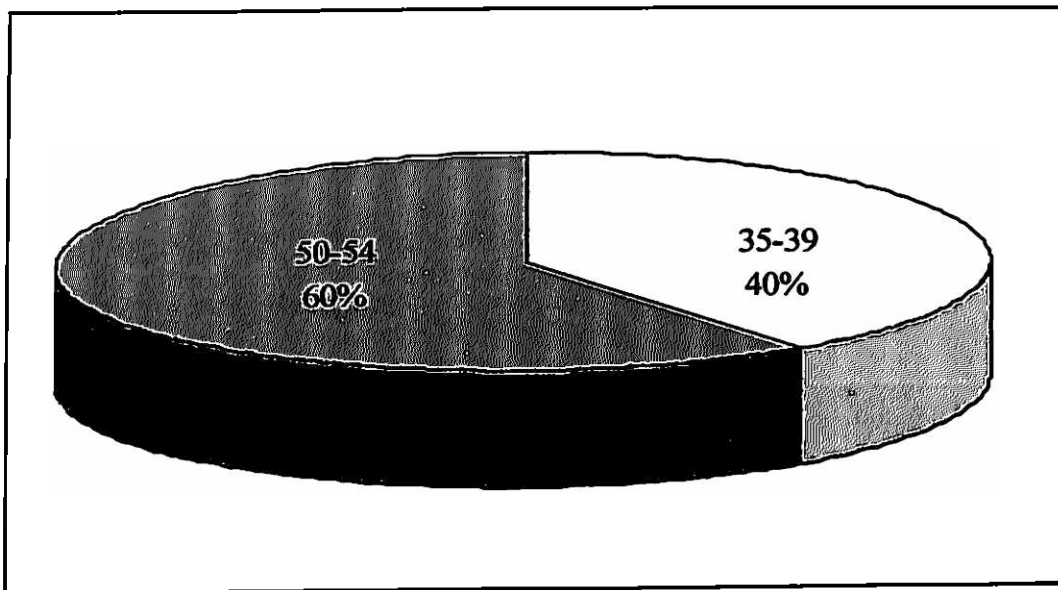
**Marital status**

Among these head teachers, 80% were married and only a minority (20%) who were either divorced or separated. However, this was found to have no significant impact on the K.C.P.E performance of a school.

**Age**

In terms of age, most (60%) of the head teachers were aged between 50 and 54 years and only 40% who had 35-39 years as illustrated on the chart below.

**Figure 3: Age of the respondents.**



From the above illustration, it is an indication that most of the head teachers are on their way to retirement and since new brooms sweeps cleaner than the old brooms, it can be inferred that the head teachers are not keen on the discipline of pupils in the school and hence the academic performance because they have got little time left in the teaching profession besides other factors.

**Table 4.2.2.1: Work experience as a teacher**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
16 -20 years	2	40.0
>20 years	3	60.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source: Research Data**

A good number of the head teachers as accounted for by 60% response rate portrayed that they had more than 20 years of experience in the teaching profession, while 40% had 16-20 years of experience.

Even though they had many years of experience in the teaching profession, majority (60%) of the head teachers had less than 3 years of experience as head teachers in their current schools, while some as represented by 20% in each case had 3-5 and 6-10 years of experience in their current schools.

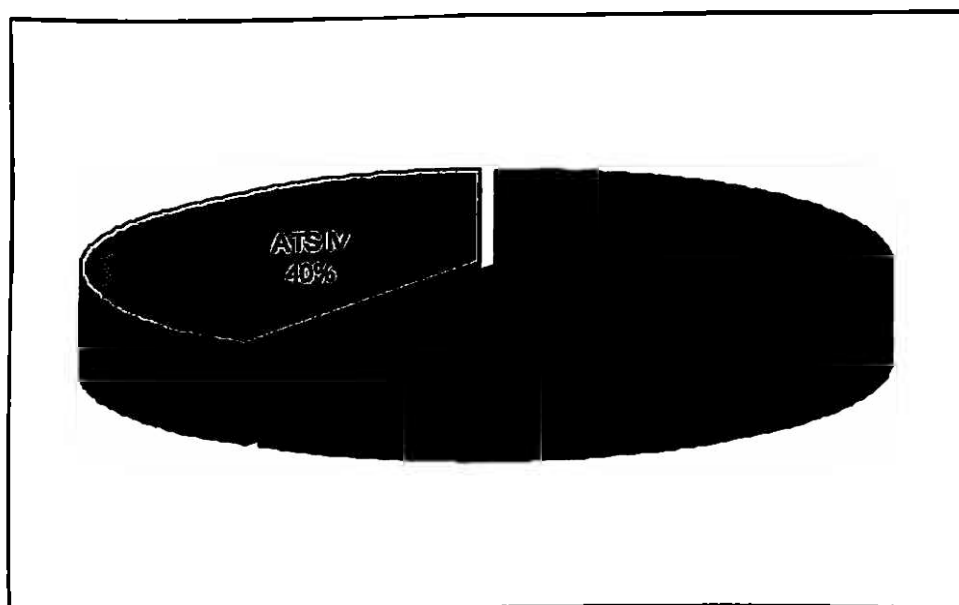
**Table 4.2.2.2: Duration as a head teacher**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
<3 years	3	60.0
3-5 years	1	20.0
6-10 years	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source: Research Data**

In terms of professional training, most (60%) of the head teachers were P1 teachers, while 40% were ATS IV as shown on the graph below.

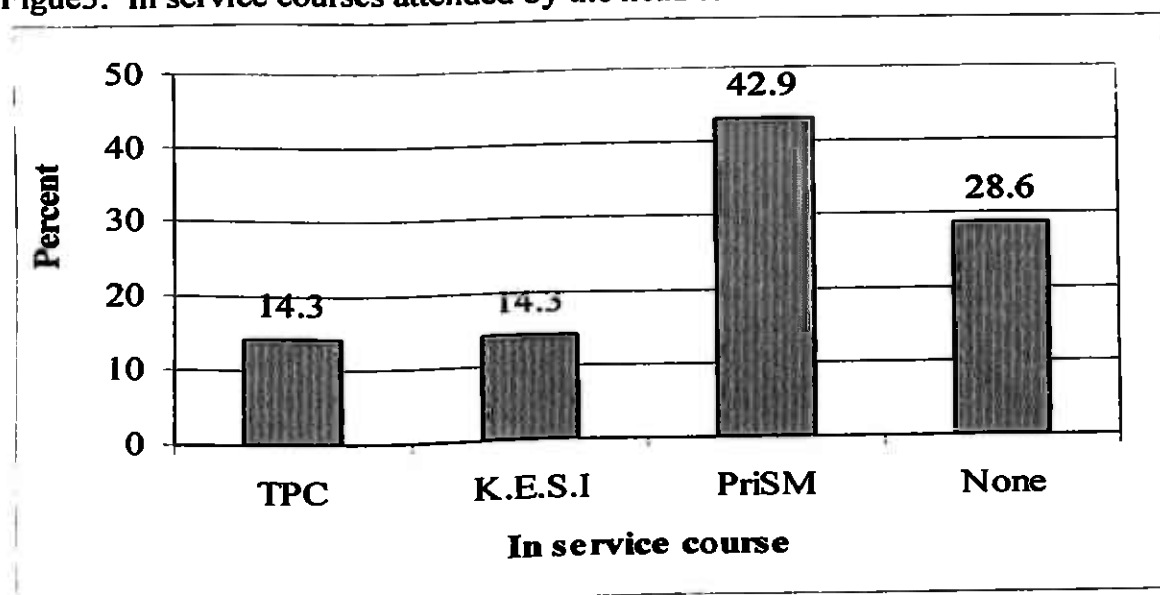
**Figure 4: Professional training**





Besides their professional qualifications, cumulatively 71.4% of the head teachers had attended a number of in service courses offered by Prism, KESI (Kenya Education Staff Institute) and Teacher Proficiency course (TPC), with majority being in serviced by Primary school management (Prism). However, a minority as represented by 28.6 didn't attend any in service course as illustrated on the graph below.

Figure5: In service courses attended by the head teachers.



#### 4.2.3: Factors affecting KCPE performance

All the head teachers reported that there was inadequacy of teachers in their division with majority of the schools having a short fall of between 5-10 teachers per school. This besides other factors contributed to the poor performance of the schools.

Even though the head teachers portrayed that they often checked the teachers' professional records like schemes of work, record of work, lesson plans, they also

expressed that they played other roles to ensure that teaching and learning was conducted effectively in their various schools as illustrated on table 4.2.3.1 below.

Table 4.2.3.1 Role played by the head teacher to ensure effective teaching and learning.

Role	Frequency	Percent
Check professional records	3	17.6
Ensuring that teachers attend all their classes	2	11.8
Check teachers/pupils absenteeism	4	23.5
Promoting positive relation between teachers and pupils	4	23.5
Being an advisor, mentor to teachers and pupil	3	17.6
Ensure learning and teaching materials are adequate	1	5.9
<b>Total responses</b>	<b>17</b>	<b>100.0</b>

**Source: Research Data**

Majority (23.5%) of the head teachers in each case expressed that they do check teachers/pupils absenteeism and also promote positive relationship between the teachers and the pupils as away of fostering effective teaching and learning in their schools. Others (17.6%) advice the teachers and pupils and the same time become good role model to them. Checking of the professional records ensures that there is effective teaching and learning for example it ensures that syllabus coverage is done perfectly and on time, quality services are rendered to the pupils and hence good performance. It is also the role of the head teacher as 11.8% portrayed, to make sure that all lessons are attended by the teachers.

Motivation of both pupils and teachers has been cited as a factor influencing performance. Tables X and Z below show how various head teachers motivate their teachers and pupils.

Table 4.2.3.2: How teachers are motivated

Motivator	Frequency	Percent
Giving incentives	4	30.8
Letters of appreciation /Certificates	3	23.1
Being open/transparent	1	7.7
Nurturing good relation with them	1	7.7
Praise	3	23.1
Delegate duties to them	1	7.7
<b>Total responses</b>	<b>13</b>	<b>100.0</b>

**Source: Research Data**

As illustrated on the table above, majority (30.8%) of the head teachers expressed that they do motivate their teachers through giving them incentives, 23.1% by awarding certificates /letters of appreciation to those teachers who perform well and some (23.1%) praise the teachers verbally. A minority as represented by 7.7% in each case, said that they motivate their teachers by being open/transparent to them in issues related to school matters, nurturing good relationship between the teachers and the administration and also delegating them duties.

**Table 4.2.3.3: How students are motivated**

Motivator	Frequency	Percent
Giving presents to good performers	5	71.4
Praising them	2	28.6
<b>Total responses</b>	<b>7</b>	<b>100.0</b>

**Source: Research Data**

The pupils were also motivated by being given presents especially those who perform well in academics and in extra-curricular activities. Some head teachers praise the pupils publicly as a way of motivating them.

The researcher sought to know the nature of the relationship between the head teachers and the teachers, students, parents and the sponsors. The respondents were supposed to rate the relationship using a 3 point scale i.e. *1=Bad, 2=Neither bad nor good, 3=Good*.

The responses are tabulated on the table below.

Table 4.2.3.4: Relationship between the head teachers and the following

Person	Mean	Std. Deviation
Teachers	2.60	.55
Students	2.80	.45
Parents	2.80	.45
Sponsors	3.00	.00

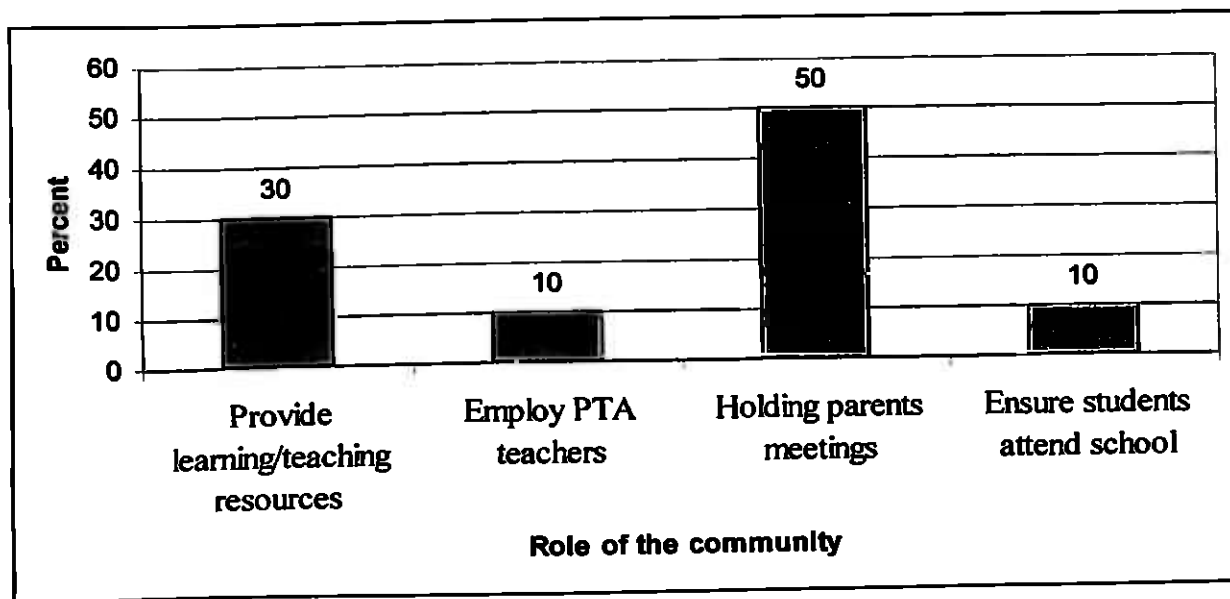
**Source: Research Data**

**Key: 1=Bad, 2=Neither bad or good, 3=Good**

The relationship between the head teachers and the teachers, students, parents and the sponsors was good as indicated above with the means ranging from 2.6-3.

The head teachers also expressed that the community was involved in ensuring that effective teaching and learning took place in the schools by providing teaching and learning materials, holding parents meeting to discuss school matters, employing PTA teachers to curb the teacher shortage problem and also by being watchdogs so that all pupils attend school. This is illustrated on the graph below.

Figure 6: Role of the community in the school



The researcher sought to know whether the physical facilities were adequate in the school. The respondents were supposed to rate the status of these facilities using a five point scale *i.e.* 1=*extremely adequate*, 2=*Adequate*, 3=*moderately adequate*, 4=*Not adequate*, 5=*not there at all*. The responses are tabulated on the table below.

Table 4.2.3.5: Adequacy of the physical facilities in schools

Facility	Mean	Std. Deviation
Administration block	3.80	1.30
Staff room	3.40	1.14
Class room	3.00	1.00
Library	4.20	1.30
Science room	5.00	.00
Text books	2.40	1.14
Teachers' houses	4.80	.45
Toilets	3.20	1.10
Play ground	3.00	.71

Source: Research Data

Key: 1=*Extremely adequate*, 2=*Adequate*, 3=*Moderately adequate*, 4=*Not adequate*, 5=*not there at all*.

Apart from the text books which were adequate as represented by a mean of 2.4, all other physical facilities were inadequate with teachers' houses and science room being completely absent as shown on the table above.

All the head teachers portrayed that the performance of their schools was very poor since their mean score ranged between 240-260 marks for the past three years. Table 4.2.3.6 below outlines the reasons as to why the performance has been very low in these schools.

Table 4.2.3.6: Factors contributing to the poor performance of these schools.

Factor	Frequency	Percent
Indiscipline	2	11.1
Lack of adequate teachers	4	22.2
Negative attitude by pupils	3	16.7
Absenteeism	1	5.6
Lack of support from parents	1	5.6
Poor time management	1	5.6
Lack of motivation	3	16.7
Pregnancies & marriage	1	5.6
Child labour	1	5.6
Poverty	1	5.6
<b>Total responses</b>	<b>18</b>	<b>100.0</b>

**Source: Research Data**

Lack of adequate teachers emerged to be the single most factor that contributed to the poor performance in KCPE examination as 22.2% of the respondents portrayed, followed by the students having a negative attitude towards education and lack of motivation for both teachers and the students as represented by 16.7% in each case.

Even though, there are many factors that have contributed to the poor performance of the schools in magariini division, the head teachers suggested the following way which if implemented can boost the performance of these schools.

Table 4.2.3.7: Strategy for improving performance

Strategy	Frequency	Percent
Employ more teachers	3	20.0
Improve discipline cases	1	6.7
Parents should support school administration	2	13.3
Educate community on importance of education	2	13.3
Pupils should change the negative attitude towards education	2	13.3
Provision of facilities and materials for teaching and learning	1	6.7
Head teachers exempted from teaching	1	6.7
Teachers to specialize on teaching subjects	1	6.7
Early academic preparations	1	6.7
Teachers to create extra time for tuition	1	6.7
<b>Total responses</b>	<b>15</b>	<b>100.0</b>

**Source: Research Data**

Since inadequacy of teachers was the major hindrance to the performance of these schools, most teachers also felt that more teachers should be employed to curb this problem. Other suggestions include: educating the community on the importance of education, encouraging pupils to develop a positive attitude towards education, parents should support the school administration in academic endeavours, adequate teaching and learning materials among others as shown on the table above.

### 4.3 Teachers responses

#### 4.3.1 Respondents profile/background

##### Gender

Among the interviewed teachers, male was the dominant gender accounting for 83% of the total respondents in this category while female teachers were represented by 17% response rate as illustrated on the chart below.

Figure 7: Respondent's gender

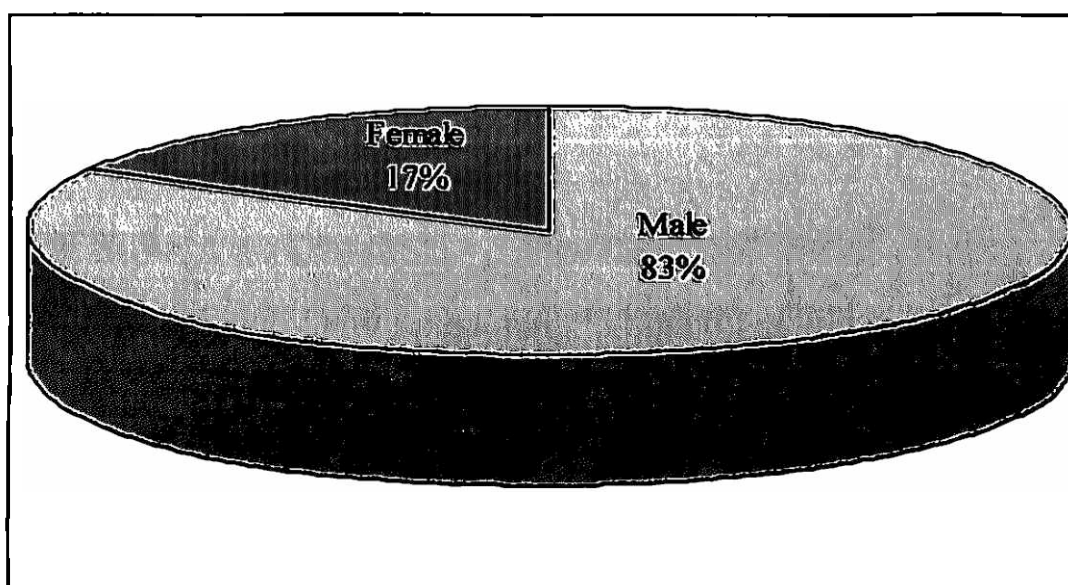


Table 4.3.1.1: Respondents' Age

Years	Frequency	Percent	Cumulative Percent
25-29	2	5.7	5.7
30-34	5	14.3	20.0
35-39	14	40.0	60.0
40-44	5	14.3	74.3
45-49	4	11.4	85.7
50-54	5	14.3	100.0
Total	35	100.0	

Source: Research Data



Most of the respondents were aged between 35 –39 years as represented by 40% of the respondents while the minority age bracket was between 25 – 29 years as accounted for by 5.7% response rate. Cumulatively, about 60% of the teachers were in the age bracket of 25-39 and therefore young and energetic to teach. This is clearly shown on the above table.

**Marital status**

From the tabulated percentages above, a large portion of teachers were found out to be married while a few of them were single as indicated by 80% and 14% respectively.

However some teachers were either separated or divorced as explained by 6%.

Figure 8: Respondents’ marital status.

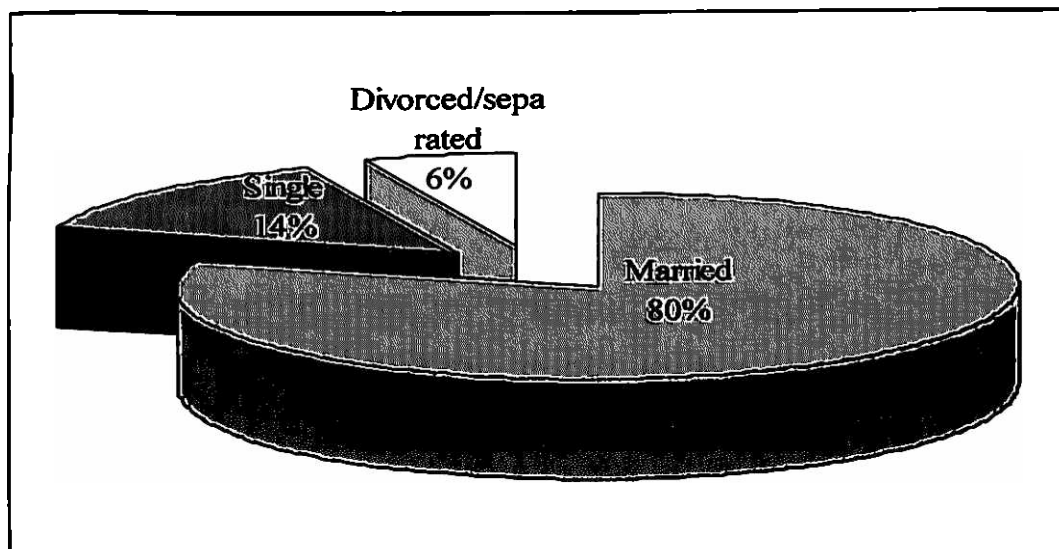


Table 4.3.1.2: Work experience as a teacher

years	Frequency	Percent
<3 years	2	5.7
3-5 years	4	11.4
6-10 years	6	17.1
11- 15 years	8	22.9
16 -20 years	7	20.0
>20 years	8	22.9
<b>Total</b>	<b>35</b>	<b>100.0</b>

Source: Research Data

Regarding experience, majority of teachers accounting for in the sample size by 22.9% and 22.9% respectively have had hands on experience as teachers ranging from 11- 15 years and over 20 years respectively. However few teachers sampled had a teaching experience of less than three years as attributable to 5.7% of the total number of the sampled teachers.

**Table 4.3.1.3: Duration as a in the teaching profession**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
<3 years	10	28.6
3-5 years	11	31.4
6-10 years	10	28.6
11- 15 years	4	11.4
<b>Total</b>	<b>35</b>	<b>100.0</b>

**Source: Research Data**

Relating to duration in the teaching profession, most of the sampled teachers have been in the teaching profession for a period of 3 – 5 years as represented by 31.4% response rate, followed by those who have been in the profession in the period of between 6 and 10 years and below 3 years as explained by 28.6% response rate. Only a minority of the respondents pointed out to have been in the teaching profession for a long period of between 11 and 15 years.

**Professional training**

As far as professional training of teachers is concerned, most respondents accounting for 82% had PI qualification, while others possessed diploma, ATS4 or TPC qualifications as shown on the chart below.

Figure 9: Professional qualification of the teachers

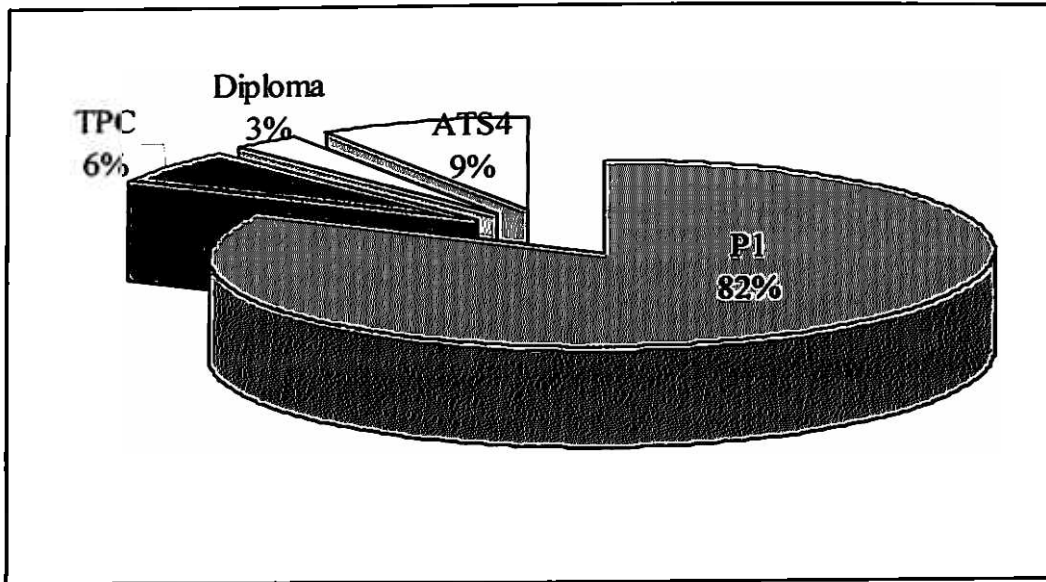


Table 4.3.1.4: In service course attended

Course	Frequency	Valid Percent
SBTD( guidance & counseling)	7	63.6
Financial Management	1	9.1
Special Education	3	27.3
<b>Total</b>	<b>11</b>	<b>100.0</b>

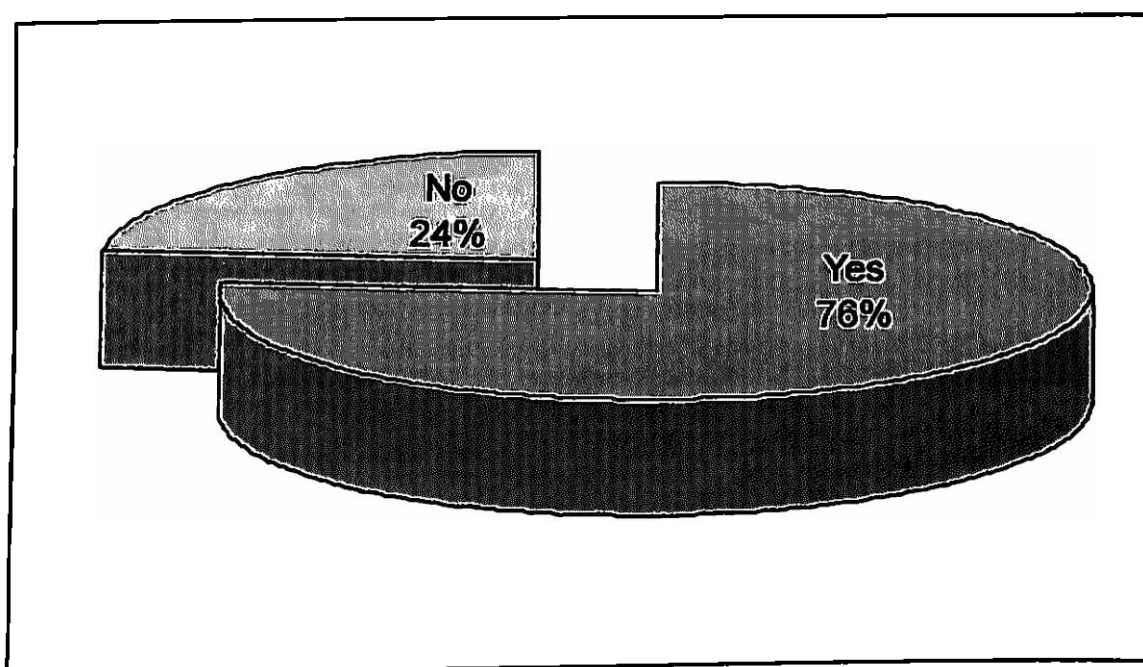
Source: Research Data

A part from the professional qualification of teachers, some of them have attended in service courses in SBTD (guidance and counseling) as represented by 63.6% response rate while some had attended in service courses in special education as represented by 27.3% response rate. A few of them have been into in service courses in financial management represented by 9.1% of the total number of respondents.

### 4.3.2 Factors affecting the KCPE performance

Inadequacy of teaching and learning materials is among the factors that impact negatively on the performance of pupils in KCPE examinations. Like the head teachers, majority (77%) said that they had enough books for teaching and learning and a minority (23%) said that the teaching and learning books were inadequate as illustrated on the chart below.

Figure 10: Whether there are enough books for teaching and learning



The above scenario is justified on the table below since the text book/pupil ratio is within the recommended ratio of one text book to three pupils (1:3) as 82.4% of the teachers expressed. This is as shown below.

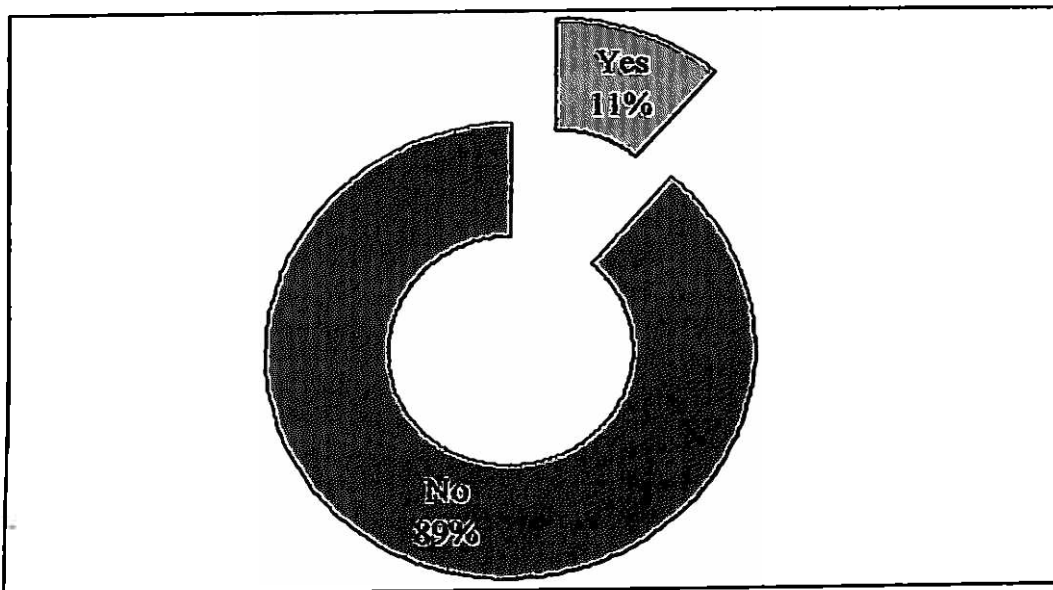
Table 4.3.2.1: Text book/pupil ratio

Ratio	Frequency	Valid Percent	Cumulative Percent
1:2	13	38.2	38.2
1:3	15	44.1	82.4
1>3	6	17.6	100.0
<b>Total</b>	<b>34</b>	<b>100.0</b>	

Source: Research Data

Majority (89%) of the teachers expressed that weak students were not forced to repeat and therefore were allowed to move to the next class with their low grades as indicated on the chart below.

Figure 11: Whether weak pupils are forced to repeat



The above, situation leads to many poor performing pupils sitting for their KCPE examination and later do not perform well and thus lowering the mean scores of the school and the division.

For those who said that repetition was forced, they said that in most cases majority of the parents do not co-operate on issues of forced repetition because it is a waste of time and resources, while some said a few parents co-operate.

Besides absenteeism, there are many other factors according to the teachers' views which have lead to the poor performance of the schools in Magarini division as indicated on table 4.3.2.2 below.

Table 4.3.2.2: Factors that lead to poor performance

<b>Factor</b>	<b>Frequency</b>	<b>Percent</b>
Indiscipline cases	20	18.5
Language barrier	3	2.8
Negative attitude by parents/students towards education	13	12.0
Poverty and hunger/famine	16	14.8
Understaffed	8	7.4
Family related problems	7	6.5
Health related problems	5	4.6
Inadequate teaching and learning material	11	11.1
Child labour	5	4.6
Long distance to school	2	1.9
Poor time management/incomplete syllabus	8	7.4
Early pregnancies and marriage	6	5.6
Overage	1	.9
Drug abuse	3	2.8
<b>Total responses</b>	<b>108</b>	<b>100.0</b>

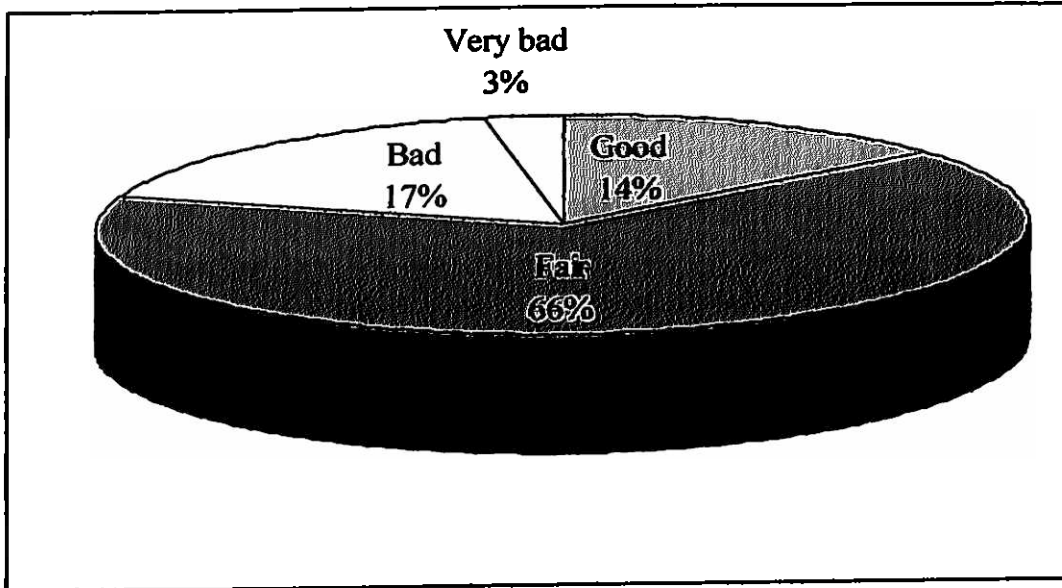
**Source: Research Data**

Indiscipline was pointed out as the leading factor explaining poor performance as expressed by 18.5% of the total sampled teachers. This can also be explained in figure 13 below. Other factors explaining poor performance ranged from poverty, poor attitudes from students and parents towards education, inadequate teaching and learning materials, understaffing and family related problems poor time management among others.

Discipline of pupils and teachers have a bearing on the academic performance of the school. In deed, as indiscipline was pointed out as the leading factor explaining poor performance on the table above, the standard of discipline in most schools was found to be fair as most (66%) of the teachers expressed, with some schools having a bad

discipline as also expressed by 20% of the teachers. Only a few cases where the standard of discipline was good as 14% of the teachers expressed.

Figure 13: Standard of discipline in various schools



Parental involvement in the education matters of their children influence their performance. In Magarini division, it emerged that majority of the parents/family members of the pupils to a large extent were not cooperative as in regard to the education of their children. This therefore explains why the performance is low.

On the other hand, the community was also pointed to have contributed to the poor performance of the schools within Magarini division as illustrated on table 4.3.2.3 below.

Table 4.3.2.3: Contribution of the community to the poor performance

<b>Contribution</b>	<b>Frequency</b>	<b>Percent</b>
Overworking children /child labour	8	17.0
Do not check on children' school affair	11	23.4
Poor mentoring activities e.g. drug abuse and trafficking	10	21.3
Poor teacher - parent relationship	6	12.8
Early marriage or pregnancies	2	4.3
Availability of ready jobs for schooling and dropout pupils	8	17.0
Family issues like divorce	2	4.3
<b>Total responses</b>	<b>47</b>	<b>100.0</b>

**Source: Research Data**

The community contributes to the poor performance of the pupils by not monitoring children's school affair as expressed by 23.4% of the teachers. This is because the parental education is very low and the community has a negative attitude towards education. This also can be attributed to poor relationship between the teachers and the parents and therefore unable to curb indiscipline cases among pupils. The community has also contributed to the poor performance of the pupils through poor mentoring activities like drug abuse and trafficking .This is because the place is a tourist destination and therefore tourist bring in drugs or the locals (who may include parents of the pupils) sell drugs to them and in the process the pupils get themselves in the business.

Because of high poverty levels in the region, child labour is rampant and therefore parents force their children to help them work especially in salt mining and sand harvesting so as to generate money to the household. This finally leads to many pupils absenting themselves from school and hence poor performance. Besides the forced child labour, the community offers ready jobs for schooling pupils in salt mining, sand harvesting, beach operators and also sex tourism for young girls, which also make pupils absent themselves from school.



However, for those who said that family members and the community co-operated in improving the education of their children, supported this by saying that the family members contributed in the provision of learning materials and monetary support especially in financing education, had a better focus on pupils discipline and supervision as a means of improving student performance, supported their children to attend extra tuition whether in school or outside the school, hold academic discussions with teachers on academic issues among other as illustrated on table4.3.2.4 below.

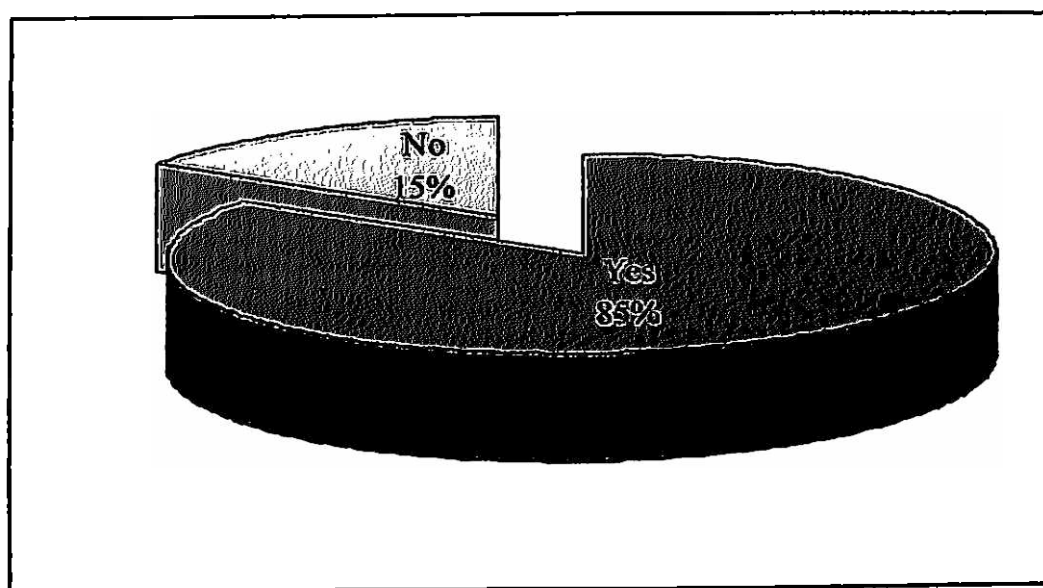
Table 4.3.2.4: How the family members help to improve student performance

Category	Frequency	Percent
Hold academic discussions with teachers on academic issues	6	9.2
Create awareness on importance of education	3	4.6
Help in discipline and supervision of students	14	21.5
Guidance and counseling	4	6.2
Provide material and monetary support	20	30.8
Allow and support students to attend extra tuition	12	18.5
Motivate teachers and students	6	9.2
<b>Total responses</b>	<b>65</b>	<b>100.0</b>

**Source: Research Data**

Majority of the teachers further expressed that they were not motivated to work and this in deed affected their performance in rendering instructional services to the pupils. This as illustrated on the chart below.

Figure 14: Whether de-motivation affects performance of the teachers.



Among the factors that make teachers to feel demotivated in the teaching profession and in their various schools are as illustrated on table 4.3.2.5 below.

Table 4.3.2.5: The reason as to why teachers feel demotivated

Reason	Frequency	Percent
Understaffing	8	27.6
Poor teacher parent relationship	5	17.2
Lack of recognition and poor promotion procedures	8	27.6
Some teachers commute long distances to school	1	3.4
Low salaries compared other professions	3	10.3
Indiscipline pupils	4	13.8
<b>Total responses</b>	<b>29</b>	<b>100.0</b>

**Source: Research Data**

As illustrated on the table above, understaffing emerged as a single most factor besides others that contributed to most teachers' demotivation and hence job dissatisfaction. This could be attributed to the introduction of free primary education which led to the schools registering high enrollment rates, but teachers were not recruited to curb this situation. This finally led to the classes being congested and teachers being overloaded because the

increased teacher pupil ratio. The overload is further evidenced on table 4.3.2.4 below .Lack of recognition for a good work done by the school administrations and poor methods of promotion which are manifested with corruption, tribalism and favourism, demotivate teachers. Other factors like poor teacher-parent relationship, indiscipline cases among pupils, poor remuneration packages, and long distances commuted by the teachers from their area of residences to school, also contributed to the teachers demotivated situation. Thus the teachers' performance is affected and in turn affects the performance of the pupils and the school as a whole.

Because of the increased enrollment rates in schools and its effect to the teaching workload because of understaffing, the researcher sought to find out whether indeed the teachers were overloaded. Statements depicting the workload were presented, and the respondents were required to state the extent of agreeing or disagreeing with them in regard to the nature of the workload in their school, using a 4 point scale.i.e.1=*Strongly disagree*,2= *Disagree*,3=*Agree*,4=*Strongly agree*. The responses are tabulated on the table below.

Table 4.3.2.6: Descriptive Statistics

Statement	Mean	Std. Deviation
There is increased responsibilities at school	3.56	.50
I Take schoolwork home to meet deadlines	3.47	.66
I Work under very tight schedules	3.00	.82
I Do excessive marking	3.79	.41
I am overworked/I teach too many lessons per week	3.12	.84
I Supervise too many extra curricular duties like sports	2.74	.86
I teach overcrowded classes	3.56	.66
the number of teachers in school is small	3.44	.75

**Source: Research Data**

The respondents (teachers) agreed with all the statements as shown on the table above that there was an increased responsibility at school apart from rendering instructional services in the classroom, they did excessive marking, and they taught overcrowded classes among others. Work overload impact negatively on the performance of the pupils and the school as a whole because the syllabus may be covered shallowly or may not be covered, no individual attention given to the pupils especially the slow learners among other effects.

Even though, there are many factors that have contributed to the poor performance of the schools in Magarini Division. The teachers suggested the following ways which can boost the performance of these schools as indicated on table 4.3.2.7 below.

Table 4.3.2.7: Suggestions aimed at improving performance

Suggestion	Frequency	Percent
Improve student discipline	8	8.3
The Government to employ more teachers	17	17.7
Only trained teachers/those with refresh	2	2.1
Give teachers good salaries	1	1.0
Do not transfer teachers frequently	1	1.0
Maintain a reasonable teacher student ratio	4	4.2
Teachers and pupils to be motivated	10	10.4
Teachers to be committed to their work	4	4.2
Ensure complete syllabus coverage	5	5.2
Foster good teacher, parents, student relationship	12	12.5
Teachers to check/mark assignments and exercises	5	5.2
Extra coaching or tuition	9	9.4
Provide necessary materials and facilities for teaching and learning	10	10.4
Encourage students to be serious in their studies	4	4.2
Introduce lunch programs in schools	4	4.2
<b>Total responses</b>	<b>96</b>	<b>100.0</b>

**Source: Research Data**

Majority of the teachers felt that if more teachers are recruited by the government, performance of these schools will improve since the negative impacts of the teacher

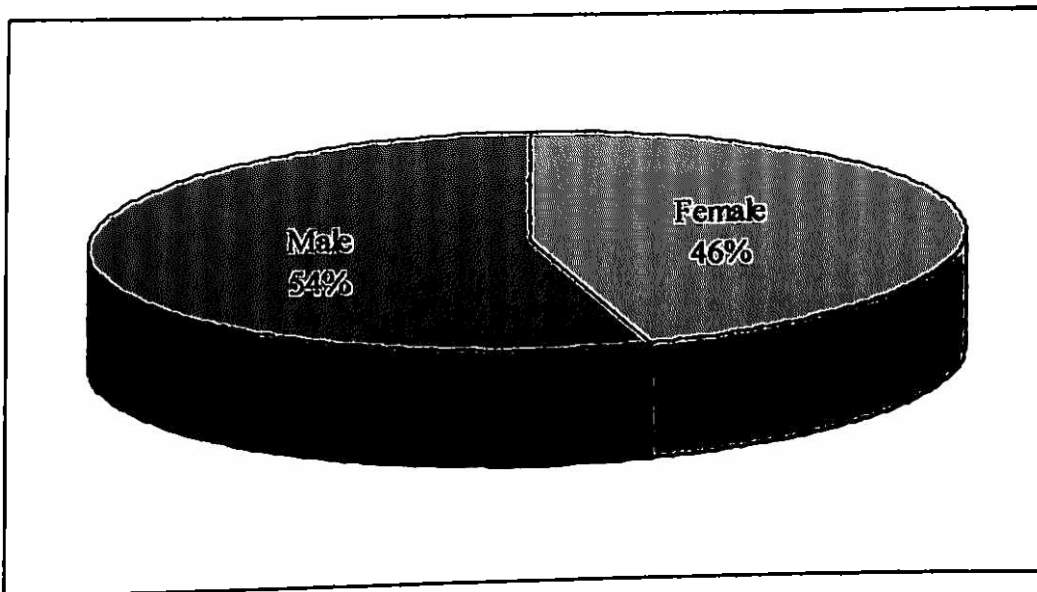
overload will be curbed. They also expressed that performance could be improved through fostering good relationship between teachers, parents and pupils, provision of adequate teaching and learning materials, motivating teachers and pupils, improving discipline standards in schools among others as indicated on the table above.

#### **4.4 Pupils Response**

##### **4.4.1: Pupils profile/socio-economic background**

###### **Gender**

Male pupils were the majority of the respondents as accounted for by 54% response rate, while their female counterparts were represented by 46% response rate as illustrated on the chart below.



Majority (94%) of the pupils had both their parents alive and only 6% who were orphans. About 43.9% of the pupils said that they stayed with both parents 20.2% stayed with their mothers, while 13.2% stayed with their fathers. Cumulatively 77.3% of the pupils stayed

either with either with both parents or one parent. However a few said that they stayed either with a relative, guardian or their siblings as tabulated on the table below.

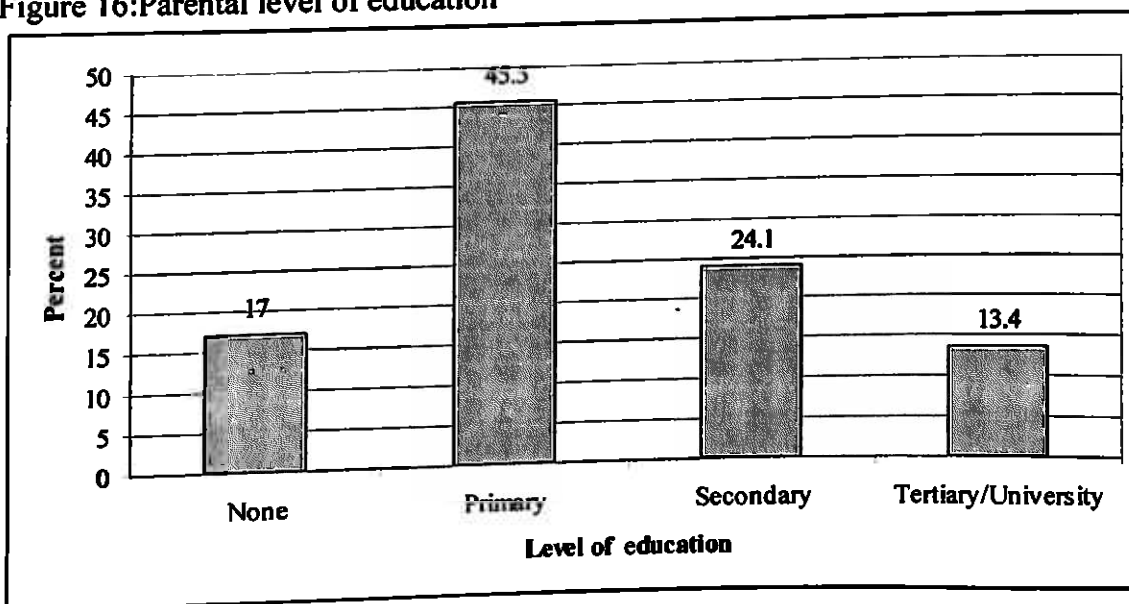
Table 4.4.1.1: Whom they stay with

Person	Frequency	Percent
Both	50	43.9
Father	15	13.2
Mother	23	20.2
Guardian	10	8.8
Relative	12	10.5
My siblings	4	3.5
<b>Total</b>	<b>114</b>	<b>100.0</b>

### Education level of parents

Parental education level influences the pupil's performance. Pupils' whose parents are educated tend to be provided with an enabling environment that stimulates education than those whose parents are not educated. The parental level of education in magari division is as illustrated on the graph below.

Figure 16: Parental level of education



As portrayed above, it emerged that the highest level of education for majority (45%) of the parents was primary education, followed by secondary and a few had tertiary/University education. Surprisingly a good number of the parents never went to school. In deed this has a bearing on the poor performance of the pupils in the division.

Table 4.4.1.2: Father's occupation

Category label	Count	Responses
Farmer	36	36.7
Fisher man	3	3.1
Driver	8	8.2
Doctor	4	4.1
No occupation	10	10.2
Mason	2	2.0
Teacher	6	6.1
Electrician	1	1.0
Chairman Land tribunal	1	1.0
Public relations officer	1	1.0
Grounds man/Gardener	1	1.0
Mechanic	2	2.0
Business man	11	11.2
Plumber	1	1.0
A cook	2	2.0
Priest	1	1.0
Watchman	3	3.1
Engineering	2	2.0
Medicine man	1	1.0
ording Civil servant	2	2.0
<b>Total responses</b>	<b>98</b>	<b>100.0</b>

According to the research findings, 36.7% of the male parents were peasant farmers, 11.2% of them were engaged in small business while 10.2% of them were unemployed. This implies that the income from these occupations can not create a suitable home environment for learning, leave alone the purchase of the learning materials for the children, but also the basic needs. This impact negatively on the academic performance of the children.

Table 4.4.1.3: Mother's occupation

Occupation	Frequency	Percent
Farmer	43	39.8
Driver	1	.9
Teacher	8	7.4
Nurse	5	4.6
House wife	31	28.7
Business	13	12.0
Tailor	5	4.6
News broadcaster	1	.9
Hotelier	1	.9
<b>Total responses</b>	<b>108</b>	<b>100.0</b>

Majority of the pupils' mothers were farmers as 39.8% of the pupils portrayed, followed by those who were housewives, business ladies, teachers, nurses among others as indicated on the table above.

Table 4.4.1.4: Number of children in the family

Number	Frequency	Valid Percent
1-3	9	8.0
4 -6	41	36.3
7-9	35	31.0
10 -12	21	18.6
13 - 15	7	6.2
<b>Total</b>	<b>113</b>	<b>100.0</b>

Most households comprised of large family sizes with more than 4 children and as far as 15 children. This large family sizes affect the quality of education given to the children in terms of education basic needs, because parent will concentrate on the provision of food, clothing and shelter and therefore education becomes a secondary need. Thus the academic performance of the child is impacted negatively.



Table 4.4.1.5: Career aspirations of the pupils

Career	Frequency	Valid Percent
Doctor	36	33.0
Police man /woman	12	11.0
Teacher	22	20.2
Nurse	12	11.0
Midwife	1	.9
Pilot	8	7.3
To go to University	2	1.8
Driver	2	1.8
Banker	1	.9
Journalist	1	.9
Politician	2	1.8
Engineer	2	1.8
Mechanic	2	1.8
Secretary	2	1.8
Broadcaster	3	2.8
Cook	1	.9
<b>Total</b>	<b>109</b>	<b>100.0</b>

Majority of the pupils aspired to be the future doctors, followed by teachers, nurses, policemen/woman among others. Unfortunately some pupils had low career aspiration like cooks, secretaries, drivers and midwives.

Most pupils portrayed that they didn't have enough time to study at home because they were overburdened with domestic work and quite often disturbed by other siblings. Despite of these, the parents encouraged them to work hard, supported them by buying educational materials, paying fees for extra tuition among others as illustrated on the table below.

Table 4.4.1.6: Support given by the parents/guardian

Support	Frequency	Percent
Buying of materials like textbook	43	45.3
Encourage students to work hard	42	44.2
Assist in doing assignments	2	2.1
Provide lamp for study	1	1.1
Pay fees and money for extra classes	6	6.3
Exempt student from doing domestic work	1	1.1
<b>Total responses</b>	<b>95</b>	<b>100.0</b>

For good performance in the KCPE examinations, the pupils suggested the following strategies.

Table 4.4.1.7: Strategies aimed at improving academic performance in K.C.P.E. exam

Strategy	Frequency	Percent
Create extra time for tuition	23	9.2
More exams for practice	12	4.8
Syllabus to be covered early	13	5.2
Encourage discussions among pupils	11	4.4
Good relations between pupils and teacher	15	6.0
Discipline/follow school rules	35	14.1
Work harder /study harder	62	24.9
Avoid absenteeism	2	.8
Good time management	4	1.6
Avoid bad company	3	1.2
Do not use drugs	1	.4
Pupils to speak in English	6	2.4
Consult teachers/ask questions where there is a problem	10	4.0
Pupils to avoid laziness	2	.8
Government to employ more teachers	15	6.0
Parents to support teachers	4	1.6
Have lockable classes to protect theft of teaching aids	1	.4
Feeding programme /for pupils	4	1.6
Provide different types of text books	20	8.0
Electricity supply to school	3	1.2
Assurance that students will be supported	1	.4
Rewarding pupils if they excel	2	.8
<b>Total responses</b>	<b>249</b>	<b>100.0</b>

The pupils felt that they should be encouraged to work hard ,good discipline should be maintained in school, extra time for tuition should be created, different types of textbooks should be provided, the syllabus should be covered early before examinations, government to employ more teachers to curb the problem of teacher shortage among others as illustrated on the table above.

#### **4.5 Education officer's responses**

The education officer interviewed had worked in the area for a period of five years and he was well conversant with the performance of the division. During the interview, it emerged that the schools are inspected once a term by a panel of inspectors and all school management areas are covered. However, despite these frequent inspections, the KCPE results in the division were wanting since the subject mean scores in most subjects was less than 50 marks except Kiswahili which scores between 50-55 marks. Also very few pupils manage to secure chances either in provincial schools or national schools.

Some of the causes of poor performance cited by the education officer include: truancy among pupils, lack of discipline among pupils and teachers ,use of vernacular in school, poor foundation in lower primary, absenteeism among teachers, poor syllabus coverage, low staffing of teachers, overstaying of teachers I one station and lack of quality exams.

However, for good performance to be achieved, it was recommended that quality teaching should be followed and the teachers and pupils to be motivated, pupils also to try and finish the syllabus on their own even without their teachers doing so, there

should be meaningful testing and marking exams, language policy to be enacted in all schools such that pupils to use Kiswahili and English since they are the recognized instructional languages in schools, registering only able candidates for exams in consultation with parents, pupils should be guided and counseled on the importance of education.

#### 4.6 Observations

Observation method was used by the researcher to gather information on the general condition and the availability of the physical facilities in the schools. In all the sampled schools, it was observed that the walls were in good condition and there were no cases of unstable walls or those crumbling, the classes had sufficient lighting this ensured that students and teachers can continue with the learning process and the classrooms were well ventilated. The condition of the chalk board determines the degree to which students and teachers interact. With a faulty chalk board, this essential part of learning is impaired. It is therefore uplifting to see that of the schools observed, the chalkboards were visible from all the corners of the classroom.

However, some facilities varied from school to school as shown below.

Table 4.6.1: Condition of roofs

Condition	Frequency	Percent
Good covering	3	60.0
Leaking	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source: Research Data**

Of the schools observed, 60% of them had good roof on the classrooms while 40% of the schools observed had leaking roofs. Leaking roofs can interrupt class sessions especially during the rainy seasons. These interruptions may cause time wastage and loss of concentration in class hence lead to poor performance

**Table 4.6.2: Condition of window**

Condition	Frequency	Valid Percent
Glass in place	1	25.0
No glass	3	75.0
<b>Total</b>	<b>4</b>	<b>100.0</b>

**Source: Research Data**

Only 25% of the observed schools had glass on the windows and therefore this is a very small percentage compared to 75% which did not have. Glass on the windows help keep out the elements of weather like wind and rain and therefore the absence of windows on classes will make pupils uncomfortable during such times.

**Table 4.6.3: Furniture**

Adequacy	Frequency	Percent
Adequate furniture	1	20.0
Inadequate furniture	4	80.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source: Research Data**

Of the schools observed, 80% of the schools did not have adequate furniture except 20% of the schools. Lack of enough furniture creates congestion in the class and the pupils will not have sufficient working space and this may impact negatively on the academic performance of the pupils.

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATION AND CONCLUSION**

#### **5.1.1 Introduction**

In this chapter, the research findings are summarized, conclusion and recommendations to the study are drawn and research gaps are identified for future studies.

The study was a survey on factors affecting performance in Kenya Certificate of Primary Education in public primary schools in Magarini division, Malindi district. It aimed at determining the school based factors that influence KCPE performance of the division, establishing pupils' socio-economic background and their bearing on KCPE performance, establishing whether community involvement in school matters influence pupil's KCPE performance, find out teachers' characteristics which have a bearing on the KCPE performance and finally come up with strategies aimed at improve K.C.P.E performance within Magarini division.

#### **5.1.2 Summary of the study findings**

From the study findings it was discovered that some school factors contributed to the poor performance of pupils in the KCPE examinations. Some of these factors include inadequacy of the teaching staff to curb the high enrollment rates, poor syllabus coverage, and poor time management, poor standards of discipline in schools, poor teacher, and pupil and parent relationship, lack of motivation for both teachers and pupils, lack of enough teaching and learning materials among others.

Socioeconomic status, most commonly measured by parental education and income, is a powerful predictor of school achievement. From the study findings it was discovered that the parents had low levels of education, majority having primary level of education and some having not gone to school at all. This in turn dictated their occupations hence their incomes. Despite the low income levels of the parents, most families had more than four children thus making it difficult for the children to get quality life and education.

Even though the community contributed in the provision of learning materials and monetary support especially in financing education as a means of improving student performance, it contributed to the poor performance of the schools in Magarini division to a larger extent rather than improving it. This is because majority of the parents/family members of the pupils to a large extent were not cooperative as in regard to the education of their children, the community does not monitor children's school affair and this can be due to parental low levels of education and the community's a negative attitude towards education, the existence of poor mentoring activities like drug abuse and trafficking in the community, rampant cases of child labour because of poverty and the community offers ready jobs for schooling pupils in salt harvesting, sand harvesting, beach operators and also sex tourism for young girls, which also make pupils absent themselves from school. All these impact negatively on the performance of a child.

Another factor that affects the academic performance is the pupil in KCPE examinations is the teachers characteristic. From the study findings it, it was discovered that majority of the teachers were P1 certificate holders with very few who were diploma holders. The in-service training which should give teachers a personal and professional boost hence

allowing them to use new materials and inject more life and participation in classroom, was not taken serious since only a few had made an effort to attend such courses. Besides majority of the teachers expressed that they were demotivated to teach because of poor remunerations, poor methods of promoting and transferring teachers, work overload among other factors. These also contributed to the poor performance of the teachers themselves and in turn the pupils and the school as a whole.

Even though the performance of schools in Magarini division was diminishing, the respondents had hopes that it can be reverted. This is possible if more teachers are recruited by the government, through fostering good relationship between teachers, parents and pupils, provision of adequate teaching and learning materials, motivating teachers and pupils, improving discipline standards in schools ,educating the community on the importance of education, encouraging pupils to develop a positive attitude towards education, parents should - support the school administration in academic endeavours,teachers to cover the syllabus in time ,among others as indicated on the table above.

## **5.2 Conclusion**

In conclusion, education in Kenya is considered a basic tool for fighting poverty and ignorance and therefore a basic right and a basic need of every child to get it. However,academic performance of a child which is always measured by examinations, determine his/her destiny in terms of success and failures in life. The academic performance of a child especially in KCPE examinations is always influenced either directly or indirectly by school based factors, teacher characteristics, student's social , economic background, students characteristics, the role of the community among other factors. Therefore, for the poor performing schools, the root cause of the poor



performance should be traced and appropriate strategies aimed at improving the performance be implemented. By doing so, not only the millennium objective of education for all (EFA) will be achieved, but also a descent future for the Kenyan child will be given a foundation. In view of these, all the stakeholders should join hands to enhance educational success.

### **5.3 Recommendation**

The government through Teachers Service Commission (TSC) should recruit more teachers to counteract the high enrollment rates because of the free primary education, so as to reduce understaffing situations in schools and hence reduce the overload on the teachers' side.

The government should revise the remuneration package of the teachers so as to be in line with other civil servants. A good system of promoting and transferring teachers should be designed that only allows teachers to be promoted on merit and qualification and avoid the traditional system which encourages favourism, tribalism and nepotism and thus create job satisfaction among teachers.

Since there is no more cost sharing in the provision of primary education, the government should provide adequate teaching and learning resources to the schools. However, the school administration can seek extra funding from the CDF money, to purchase other materials and in addition maintain the available school resources in a good state.

The district education offices should organize workshops for both parents and teachers to help them on how to collaborate for the purpose of providing education to the pupils.

✓ Also open rallies should be held at all levels starting with the chief's Barazas so as to create awareness on the importance of education to the public and instill a positive attitude towards education in the community.

✓ The Ministry of Education by the help of Quality Assurance and Standards Officers should carry out regular inspections to schools in Magarini division and also country to ensure that the schools meet the required standards in the provision education and give the teachers advice on some areas that need improvement.

Machinery to be put in place by the government so as be able to undertake surveillance on child labour on a continuous basis and to be able to document and prosecute cases leading to injustices to children. Similary appropriate measures to be undertaken to eliminate child labour in Kenya and ensure that all children are provided with basic needs such as food, shelter, healthcare and education.

The school administrations should create a conducive working atmosphere for the teachers and the pupils through motivating them, adopting democratic leadership and avoid dictatorship, create a good relationship between the school and the community among other ways.

✓ Since it was indicated by the respondents that indiscipline cases was rampart in most schools, the school administration should maintain a high standard of discipline among teachers and pupils through issuance of the school rules and clearly stating the penalties of breaking them to the entire school community.

Since it emerged that the community is always prone to hunger and famines, and since the pupils are young, this may interrupt their concentration in class during the learning sessions. Therefore it is recommended that all the school administrations should adopt the feeding programme in their schools so as to cater for the physiological needs of these children.

#### **5.4 Suggestions for future researches**

Since the study was limited to schools situated Magarini division district, there is a need to carry out an extensive, similar study in all schools within Malindi district and even the whole of Coast Province, so as to have a comprehensive report on factors that affect performance in Kenya Certificate of Primary Education in public primary schools

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## APPENDIX 1:

### Head Teacher's Questionnaire

This questionnaire is designed to seek your opinion on the Factors influencing poor performance in your school. Please read the questionnaire carefully and respond to each question as required. Be assured that your answers will be confidential.

#### Sections A: Respondents background information

1. (a) School total enrolment .....
- (b) Number of streams .....
- (c) Number of teachers (TSC) ..... Others .....
  
2. Gender  
(a) Male  (b) Female
3. How old are you  
(a) 25-29  (b) 30-34  (c) 35-39   
(d) 40-44  (e) 45-49  (f) 50-54
4. Marital status  
(a) Married (b) Single (c) Divorced/separated (d) Widowed
  
5. How long have you been in the teaching profession?  
(a) < 3 years  (b) 3-5  (c) 6-10   
(d) 11-15  (e) 16-20  (f) >20
  
6. How long have you been in the current as a head teacher station?  
(a) < 3 years  (b) 3-5  (c) 6-10   
(d) 11-15  (e) 16-20  (f) >20
  
7. Level of professional training.  
(i) P1  (ii) P2   
(iii) P3  (v) others (specify) \_\_\_\_\_
8. In service courses attended (If any) .....





1=Extremely adequate , 2=Adequate , 3=Moderately adequate ,4=Not adequate ,5=Not there at all

Administration block	(1)	(2)	(3)	(4)	(5)
Staff room	(1)	(2)	(3)	(4)	(5)
Classrooms	(1)	(2)	(3)	(4)	(5)
Library	(1)	(2)	(3)	(4)	(5)
Science room	(1)	(2)	(3)	(4)	(5)
Teachers' houses	(1)	(2)	(3)	(4)	(5)
Toilets	(1)	(2)	(3)	(4)	(5)
Playing ground	(1)	(2)	(3)	(4)	(5)

14. Indicate by ticking the nature of the relationship between you and the following

	Relationship		
PERSON			
	Bad	Neither bad or good	Good
Teachers			
Students			
Parents			

15. How is the community involved in the curriculum and instruction of your school?

.....  
 .....

16. Which communications channels is the most used in your school?

- (a) That which allows top-bottom communication only
- (b) That which allows bottom-up communication
- (c) That which allows both top-bottom and bottom-top communication

17. How is information communicated to you, teachers and the students in the school?

- (a) Written
- (b) Verbal

(c) Grapevine

18. Indicate the performance of your school in the KCPE examinations in the last 3 years.

Year	2004	2005	2006
Mean grade			

19. Comment on the above performance of your school.

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

20. Which factors have contributed to the above performance?

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

21. Give suggestions on what can be done to improve the KCPE performance in your school.

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

**APPENDIX 2:**

**Teacher's Questionnaire**

This questionnaire is designed to seek your opinion on the Factors influencing poor performance in your school. Please read the questionnaire carefully and respond to each question as required. Be assured that your answers will be confidential.

**Sections A: Respondents background information**

1. Gender

(a) Male  (b) Female

2. How old are you

(a) 25-29  (b) 30-34  (c) 35-39   
(d) 40-44  (e) 45-49  (f) 50-54

3. Marital status

(a) Married (b) Single (c) Divorced/separated (d) Widowed

4. How long have you been in the teaching profession?

(a) < 3 years  (b) 3-5  (c) 6-10   
(d) 11-15  (e) 16-20  (f) >20

5. How long have you been in the current station?

(a) < 3 years  (b) 3-5  (c) 6-10   
(d) 11-15  (e) 16-20  (f) >20

6. Level of professional training.

(i) P1  (ii) P2  (iii) P3  (v) others (specify) \_\_\_\_\_

7. In service courses attended :( If any)

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**Section B. Information on factors affecting KCPE performance**

8. Are there enough books for teaching and learning in your school?

a) Yes

b) No

9. Are weak pupils forced to repeat in your school?

a) Yes

b) No

10. If the answer to the question 10 is yes, are the parents co-operative on the issue of repeating?

a) Yes

b) No

11. Are there students who are absent from school for a week or month?

a) Yes

b) No

12. How do such students perform in class work? .....

13. Apart from absenteeism, which other factors lead to the poor performance of the pupils in your school

a).....

b).....

c).....

d).....

14. Rate the standard of discipline of your pupils in your school

(a) Excellent (b) Good (c) Fair (d) Bad (e) Very bad

15. Are family members co-operative regarding the education of their children?

a) Yes

b) No

16. State the ways in which they help to improve the performance of their children.

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

17. Explain how the community has contributed to the poor performance in your school.

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18. Do you feel motivated to work as a teacher?

- a) Yes        ( )
- b) No         ( )

ii).If no, what has demotivated you

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iii) Does this affect your performance?

- a) Yes        ( )
- b) No         ( )

19. Give suggestions on what can be done to improve the KCPE performance in your school

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**APPENDIX 3:**

**Pupils' Questionnaire**

Please read the questionnaire carefully and respond to each question as required. Be assured that your answers will be confidential.

1. Gender

- (a) Female ( )      (b) Male ( )

2. Are your parents alive?

- a) Yes ( )  
b) No ( )

3. (i) State the education level of your father.

- (a) None ( ) (b) Primary ( ) (c) Secondary ( ) (d) Tertiary/University ( )

(ii) State the education level of your mother

- (a) None ( ) (b) Primary ( ) (c) Secondary ( ) (d) Tertiary/University ( )

4. State:

i. Fathers' occupation-----

ii. Mothers' occupation -----

5. How many children are you in your family?

6. Whom do you stay with?

- (a) Father  (b) Mother  Guardian   
(d) Relative  (e) My siblings

7. What do you want to become after school? .....

8. State the degree to which you agree with the following statements about the school management using the four point scale provided below.

**1: Disagree, 2: Neither agree nor disagree 3: Agree, 4: Strongly agree**

Statement	1	2	3	4
The school head teacher as a school a manager & leader is good role model to me.				
There is enough teaching and learning materials in the school				
Time management is always emphasized in my school				
People's problems (teachers, parents ,students )which are school related are sorted out satisfactory levels				
Teachers, parents ,students are involved in decision making on matters pertaining to the school				
The school administrations treats parents with respect and courtesy regardless of the social and economic background				
Students are always rewarded whenever they excel in academic and extra- curricular activities				
All Pupils are aware of the existing school rules and regulation and the consequences of breaking such rules				
Indiscipline cases are rampant among pupils and teachers in my school				
Teachers are motivated and therefore dedicated to teach				
The syllabus in all subjects is always completed before the year ends				
I am not pleased with performance of this school in the KCPE examinations.				

9. Do you get time to study?

a) Yes ( )

b) No ( )

10. If the answer in 9 is NO, what makes you not to study?

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11. Do your parents or guardian encourage you to work hard?

(a) Yes ( b) No



12. If the answer is Yes, what support do they give you?

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.....

13. Do you hope to do well in the KCPE examinations?

(a) Yes      (b) No

14. Give suggestions on what can be done to improve the KCPE performance in your school.

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**APPENDIX 5:**

**Work Plan**

<b>PERIOD / TIME</b>	<b>ACTIVITIES</b>
April -May 2007	Research proposal and project writing
June 2007	Proposal discussions with the supervisor.
June 2007	Proposal defense and Final submission/approval by supervisor and project panel
Early July 2007	Distribution of the structured questionnaires to the sampled population. Collection of data.
Late July 2007	Data analysis, Report writing and editing. Final research presentation.

**APPENDIX 6:**

**Budget Plan**

<b>ACTIVITY</b>	<b>COST(Kshs)</b>
Transport cost	18,000
Typing /Photocopying questionnaires	10,000
Out of pocket allowances	10,000
Secretarial Services	5,000
Typing/Binding final copy	15,000
Miscellaneous Expenses	<u>6,000</u>
<b>Total expenditure</b>	<b><u>58,000</u></b>