

**INVESTIGATING THE RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND
THE ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY
EDUCATION (KCPE) IN PUBLIC SCHOOLS IN CHUKA DIVISION, THARAKA
NITHI COUNTY**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTERS DEGREE IN EDUCATIONAL
FOUNDATIONS**

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DECLARATION

(a) Declaration by the student

I, the undersigned, declare that this is my original work and has not been submitted for any academic award to any other college, institution or university other than the University of Nairobi.

Signed: _____

Date: _____

AILEEN NDEKE E56/62535/2010

(b) Declaration by supervisor

This project has been presented to the university with my approval as the appointed supervisor.

Signed: _____

Date: _____

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DEDICATION

This project is dedicated to my loving Husband Jasper Ndeke and sons Mike and Alex.

ACKNOWLEDGEMENTS

I am overwhelmingly thankful to God for strengthening me throughout my studies. My gratitude go to my lecturers at the Department of educational Foundations at the University of Nairobi for intellectual guidance and patience while I pursued the Master's course (Fr. Kanja, Mr.Muasya, Dr Ngesu, Prof. Gunga, Madam Kaigi and Madam Lydia). I am also very thankful to my Husband Jasper and Sons Mike and Alex for love and encouragement throughout my study period. To my many friends and colleagues; I am so indebted for your encouragement. Thank you.

ABSTRACT

School environment has great impact on academic performance by children in public primary schools. Unfavourable school environment has obvious negative implications on academic welfare of the children. This study therefore sought to investigate the relationship between school environment and academic performance in KCPE in public primary schools in Chuka division, Tharaka Nithi County.

The survey data was gathered using questionnaires and filling observational schedule .The survey respondents were randomly selected and they comprised of Educational Officers, teachers and pupils. It was found that the following factors adversely affect academic performance of students in Chuka Division. These factors are: Lack of library, dilapidated furniture, lack of enough playground, congested classrooms, insufficient learning and teaching materials, complicated curriculum, lack of pupil's books and supplementary teaching as well and also, failure in syllabus coverage. The study researcher observed that teachers are not using aids, syllabus was not well covered and the physical facilities were dilapidated in 70% of schools surveyed. The playground in approximately 30% of schools was small and classrooms in 70% of schools were congested. The study recommends that the key stakeholder in education; parents and government need to mobilise resources and revamp the physical facilities. The studies also recommend that educational stakeholder look at current curriculum and amend it to be more relevant to pupils at different learning levels.

LIST OF ABBREVIATIONS

KCPE –Kenya Certificate of Primary Education

KCSE - Kenya Certificate of Secondary Education

MOE –Ministry Of Education

NAEP- National Assessment of Education progress

UNESCO- United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

Introduction

1.1 Background to the Study

Education plays a dominant role in socio-economic context of any society in the world. Most countries in the world have legislated education as a critical human right to the citizens. The economic growth and development of many communities universally has been attributed to education (Adell, 2002). It provides human capital to the industries and mutual co- existence of communities and nations notwithstanding their orientation in regard to creed, race, ethnicity, religion or language. Education is the basic backbone of sustainable environment and therefore it is the central factor in any society. Through education, industries are supplied with skilled human capital (Engin-Demir, 2009).

In the backdrop of this fundamental role of education, there has been universal downturn in the performance of education systems. For instance: In the United States (U.S) every few years the National Assessment of Education progress (NAEP) is administered and the results remained flat with slight but statistically significant decline between 1993 and 1995. The output in the core disciplines has been going low for years and this is a worrying trend. Therefore, there is a need for an urgent revamping and monitoring of education to correct the error where it could be and lead to academic improvement (Adrian, 2008).

According to Adell, (2002), education is largely affected by political situation of any given country and instability has obvious negative implication on education policies at governments at all levels. This steadily lays the basis for declining education standards at the elementary and secondary levels leading to disparity in academic performance by pupils.

Since the onset of post colonial era in 1963, the government has put in place capacity to enhance education development. Time and again the syllabus has been revised by competent government appointed commissions. This has further been accentuated by government efforts in making the primary education a basic need and a right to every citizen. The Kenyan government in this spirit has gone to the lengths of making primary school education a basic need. But the quality of this free primary education in public school has since been an issue of debate with questions being raised on the quality of education. The performance by public schools in the Kenya Certificate of Primary Education has declined tremendously and many pupils graduate from primary schools without expected literacy. (MoE, 2008).

Primary education being the only education accessible to majority of children was pointed out as a major factor in bringing about changes in the economic role and status of pupils. According to Court (1979), Kenya's education policy emphasizes academic achievement as the criterion for advancement within education system. This is collaborated by (Maiyo, 2009) who affirms that achievement in performance, cognitive abilities, literacy and transition to the next level shows quality of education. Thus performance is a suitable measure in achievement.

The Kenya government in quest to improve education quality and learners' achievement, has contracted more teachers and bought learning resources but still the academic performance is not seen to improve in public schools .It has been noted that the majority of pupils joining secondary schools from primary school are those from the private schools (MoE,2008).

1.2 Problem Statement

The Kenya education legislations have made Primary education a fundamental right and the government has gone ahead in making primary education affordable to all Kenyans by making it

free. Various factors have come into play in affecting the academic performance in Kenya Certificate of Primary education which is measured annually by the indicator of the National examination.

Several studies have been conducted in the Kenyan context on the assessment of education quality and factors affecting performance in Kenya Certificate of Primary Education while research has been silent on trying to find out the relationship between school environment and academic performance. The central problem necessitating this study was examination of the relationship between the school environment and the performance in Kenya Certificate of Primary Education.

1.3 Purpose of the Study

The purpose of this study is to establish the relationship between School environment and academic performance in Kenya Certificate of Primary Education in public schools in Chuka Division, Tharaka Nithi County.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To investigate the relationship between curriculum implementation and academic performance in KCPE by public schools in Chuka Division of Tharaka Nithi County.
- ii. To investigate the relationship between teachers level of education and academic performance in KCPE by Public schools in Chuka Division, Tharaka Nithi County.
- iii. To investigate the relationship between teaching and learning resources in academic performance in KCPE by Public schools in Chuka Division, Tharaka Nithi County.

- iv. To investigate relationship between school physical facilities and academic performance in KCPE in Public schools in Chuka Division, Tharaka Nithi County.

1.5 Research Questions

The study was guided by the following questions:

- i. What is the relationship between curriculum content and academic performance in KCPE by public schools in Chuka Division of Tharaka Nithi County?
- ii. What is the relationship between teachers and academic performance in KCPE by Public schools in Chuka Division, Tharaka Nithi County?
- iii. What is the relationship between teaching and learning resources in academic performance in KCPE by Public schools in Chuka Division, Tharaka Nithi County?
- iv. What is the relationship between school physical facilities and academic performance in KCPE in Public schools in Chuka Division, Tharaka Nithi County?

1.6 Significance of the Study

This study will assist the government through the ministry of education in designing relevant government policies that will help in improving KCPE academic performance in areas such as Chuka Division. The study will also help the teachers and parents understand how they can assist their students to achieve better results in KCPE. It was of great significance to the future researchers and scholars who might be interested in further study in this area. This study will also contribute to the pool of knowledge in the academic field.

1.7 Limitations of the Study

The researcher was not in a position to control the responses to items on the questionnaires. Some respondents may not provide the researcher with correct information because of the fear of being challenged with regard to their administration and managerial styles.

1.8 Delimitations of the study

The study was carried out in public primary schools in Chuka Division. This may not be a true reflection of other regions in the country since learning environment and resources differ in terms of regions. The researcher targeted the teachers and students of selected schools.

1.9 Definition of operational terms.

1. Learning resources: These are materials the pupils use in learning e.g. text books, wall maps, encyclopedias, publications and dictionaries.

2. Academic performance: Academic performance is defined as how well a learner meets pre determined academic targets set out by the examining authority.

3. Curriculum: It stands for a course of study at any given level of learning that also includes course content.

4. School environment: It is as the general internal conditions of the school as a learning institution.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the literature on factors affecting academic performance in education in public primary schools; globally, regionally and in the Kenyan context. The third part discusses the theoretical and conceptual framework of the study.

2.1 Scenario in primary education in Kenya

Many pupils who enter school at primary level do not complete school and if they do they end up performing dismally in their national examination. Each day the situation is worsening contradicting the national goals of promoting literacy and fighting ignorance. Despite the increase in enrolment due to introduction of free primary education in 2003, many pupils' learning remains inadequate (KNEC, 2007).

A recent national survey comprising of 1000 pupils aged between 3 and 16 in more than 2000 schools, established that only 33% of children in class 2 can read a paragraph at their level. The survey also revealed that a third cannot read a word and 25% of class 5 students cannot read a class 2 paragraph (Uwezo, 2010).

Several factors have been cited as the cause of this problem of underperformance in Kenya Certificate of Primary Education and massive drop out. It is worth noting that the cost of school-based instruction is also a problem in that, schools require parents to provide textbooks, uniforms, stationery and pay tuition and activity fee (Burmester, 2008). Since these items are costly especially to public schools parents, they end up not providing. This causes frustrations to pupils (Boy, 2006).

2.2 Curriculum:

The 8-4-4 system curriculum is one of the main factors leading to under performance by pupils because it overloads them (Otieno, 2010). Pupils in public primary schools spend most of their time in class and they have very short periods for holidays because of tuitions. These pressures have reduced pupils' playing time and taken away their motivation for learning. Effects of this is that pupils' performance deteriorates making them to give up on education leading to negative results in examination and in long run, increase in the number of drop outs (Otieno,2010).

The curriculum is also a burden to the parents in that high cost is always borne by them in the purchase of textbooks and payment of extra tuition fees. Learning expends energy and thus pupils become tired. There is also limit on what pupils can do in a given period of time (Georgiou,2002). Regarding tuition, it is also common that pupils rightly feel that teachers involved in tuition teaching might expend more energy and time on tuition preparation and teaching at the expense of teaching. Tuition learning,which is competing against, instead of complementing school learning may be detrimental to motivation to learn while in school leading to under performance (June,2003).

In college, trainees are taught how humans, and in specific, children learn. However, there is no training on how to train pupils to learn. Due to many teachers lacking professional skills for effective classroom teaching, the ministry of Education revised the teacher's curriculum by introducing necessary innovations (Wangeleja, 2003).

The system does not put enough emphasis on English language which is so important because most of the subjects use the language hence lowering the understanding of even other subjects because almost all books and examinations are written in English language (Adrian, 2008).

Public Primary school examinations are largely based on content rather than skills and reward recall more than higher cognitive capabilities characterized by secondary examination. This is mainly the cause of poor results posted in public primary schools (Lewin, 2008).

2.3 Teachers

The second factor that influences performance and retention of pupil in public primary schools is teachers' attitude towards their work and pupils, their classroom management and interaction with pupils. There are some classroom observations in Kenya which show that teachers negative attitude push pupils out of class especially girls (Otieno,2010) .Pupils are sometimes neglected, abused, mis-handled, and sent out of class during lesson time and this makes some of the pupils hate school because the environment is made unfriendly to them. A direct repercussion is absenteeism of learners leading to under performance and non-completion of education cycle (Ndirangu, 2007).

The teacher is the most important component in creating a conducive environment for learning. In Kenya, a teacher is the sole source of effective learning in regards to subject matter and the way it is presented. The teacher motivates pupils through relationships created between him and pupils which determine how they interact in the teaching process. Understanding of human motivation and human behaviour is a prerequisite for being an effective teacher. For one to be competent and comfortable in class as a teacher, he should be at a position to realize when low motivation prevails in a classroom (Ubogu, 2004). In Kenya, motivation is one of the major topics in the Education Psychology course and it is also taught in the teaching methods of all subjects for primary school teachers' trainees. It is also taught as an independent course in university for those intending to be trainers of prospective teachers in colleges (Cheruiyot, 2000). The study show that motivation taught to teachers is only theoretical hence becomes hard for

teachers to practically motivate pupils to learn. They are not taught on how to determine or detect in classroom those pupils who lack motivation. In the application of principles of motivation while in college, the trainees do not practice how to motivate pupils in classroom during the single lesson teaching practice (Too, 2005).

In Kenya, teachers have a tendency of just entering in class and going straight to teaching without enquiring about the physiological and psychological state of individual pupils. It was noted that for the pupil to perform well in school, his physiological needs (food, cloths, water, and sleep) and physical and emotional requirements should be met. Pupils could be sick, hungry or disturbed emotionally while in class (Ubogu, 2004). All these conditions determine the effectiveness of learning but most of the teachers disregard them and commence or continue teaching as though they do not understand the consequences they have on pupils and their performance in national examination.

According to (Ubogu 2004), teachers are core contributors of pupils' performance in that they can hinder or promote pupils' excellence in national examination. In every institution of learning, good performance can only be achieved through high commitment levels from the side of teachers. In many public primary schools in Kenya it is established that teachers' commitment is moderate.

Absenteeism by teachers reduces the time that teachers should be giving pupils instruction and this has direct impact on syllabus coverage leading to lower output of work by pupils (Ubogu, 2004). High rate of teachers transferring from one school to another has also been established from the recent studies to have great impact on day to day implementation of curriculum in public primary schools.

High teacher turnover forces schools to devote attention, time and financial resources for the sole purpose of replacing the transferred teachers hence contributing to under performance in those institutions. Due to lack of enough teachers in public institutions of learning, teachers workload is heavy leading to inefficient delivery .This may have negative impacts on their output in national examination (Sharry, 2004).

In public primary schools, some teachers bring in class their personal attitudes, perceptions and prospect on the teaching profession. These aspects have a bearing on their performance when delivering and consequently on the attitudes and behaviour of the pupils. There is no doubt that there are teachers who are in the teaching profession not because they are motivated but just because in life they lack viable alternative to the job (Olwaya, 2008).

2.4 Teaching and learning materials

The adequacy and use of teaching and learning materials have a lot of impact in the effectiveness of teachers' lesson. Teaching and learning resources are known to enhance understanding of abstract ideas and improves performance. Free primary education in public schools has stretched learning and teaching materials as a result of high number of enrolment (Sifuna, 2003). Inadequate learning resources such as textbooks, library books, wall maps and exercise books contribute largely to under performances in national examination. School facilities have a direct impact on teaching and learning in public primary schools (Saidoddin, 2003). Textbooks in particular help in boosting performance in these schools in that they enable pupils to follow the teachers' sequence of presentation and aids in understanding of lessons (Ubogu, 2004). Text books are a major input in academic performance in that availability of and quality of text books are strongly related to achievement among pupils in public primary schools.

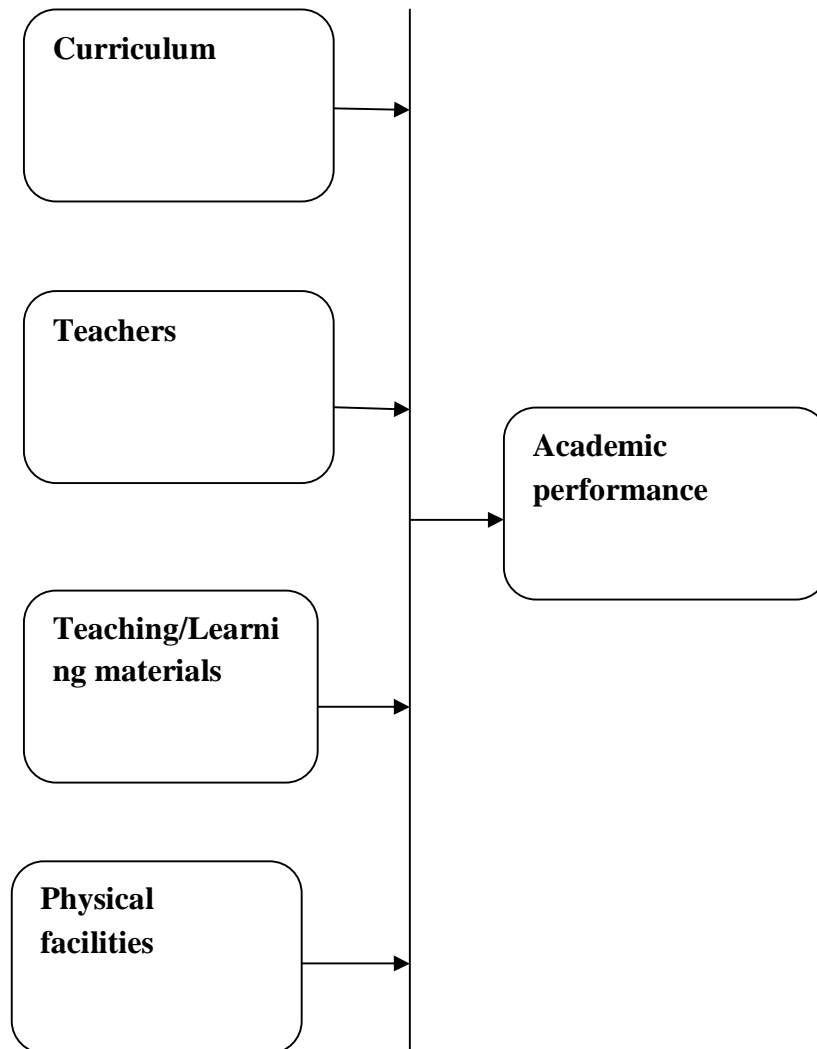
2.5 Physical facilities

It has been established that to a great extent, school physical facilities contribute directly to performance in the national examination (Kushman, et al 2000). Lack of physical facilities in public school remains an obstacle in the overall achievement in public schools. Since the introduction of free primary education, building of new classrooms, libraries and other facilities has stalled because parents are not willing to contribute for school physical facilities. They view this as a government mandate. Congested classes also make teachers unable to administer and grade their work and to provide feedback on performance.

In majority of schools, the physical facilities are dilapidated and this makes the learning environment uncondusive e.g. creaking chairs, falling roofs and windowless classrooms exposing learners to vagaries of weather. The same applies to staffrooms which are not well furnished to offer conducive ambience for teaching preparation by teachers (Kushman, et al 2000).

Figure 1: Conceptual framework showing relationship between school environment and academic performance in KCPE.

2.6 Conceptual Framework



2.6.1 Explanation of conceptual framework

The conceptual framework above depicts the relationship of school environment and academic performance. The school environment variables in this regard are: curriculum, teachers, teaching and learning materials as well as physical facilities.

Curriculum relates to academic performance to the extent that curriculum is the blue print that guides the educationist on the scope of teaching. It includes the syllabus and how it is to be covered. The curriculum therefore relates to academic performance to the extent of how comprehensive or non comprehensive it is.

Teachers on the other hand are a critical variable relating to academic performance. It is the teachers who prepare the learners for the national examination and thus all factors relating to teachers for example qualifications, teachers' morale and experience.

Learning materials also to a great extent relate to academic performance of learners in the national examination. Learners who totally lack or have insufficient access to learning materials at school do not fare well in the examinations as compared to learners who have enough learning resources.

There is also a big relation between academic performance and physical facilities such as classrooms, washrooms and uniforms. Insufficient or dilapidated physical facilities affect learners' concentration and as a consequence, negatively affect their performance in the national examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The major objective of this study was to find out the relationship between school environment and academic performance in KCPE in Chuka Division of Tharaka Nithi County. This chapter focuses on the methodology that was used in the study. It has laid down the methodology framework for the research and how relevant information and data was gathered for analysis. It identifies the research design, defines and justifies, the population under scrutiny and develops sample criteria. The research instruments used in data collection are highlighted. The research procedure and methods of data analysis used are presented and their use justified.

3.1 Research Design

The research design chosen for this study was descriptive design. (Kerlinger, 1986) defines a research design as the plan and structure of investigation, a plan for investigating the sources and type of information to be used. This is a method of collecting information by interviewing or administering questionnaires. The researcher used this method as it focuses on respondent's views and describes affairs as they are factually. It involves classification, analysis and interpretation of data. The main and core advantage of descriptive research design is that it seeks to establish factors associated with certain occurrences, outcomes, conditions or types of behaviour. This method is primarily preferred as it allows in depth study of the subject matter.

3.2 Target Population

The study targeted the public primary schools in Chuka Division of Tharaka Nithi County. There are 55 primary schools in the Division, whereby 50 are public and 5 are private. There are 2070 male pupils and 2315 female. The schools have 216 male and 230 female teachers. Chuka Division has 2250 parents who have children in primary schools.

3.3 Sampling Procedure

The sample was selected using simple random sampling method. Random selection means choosing a sample in such a way that each member of the population has an equal chance of being selected. Teachers will constitute the selected samples because they form an important variable of school environment, which relationship with academic performance the study seeks to examine. A random sample of 20% that is 10 schools out of the population of 50 public schools was sampled for this study. In each school, 4 teachers both male and female were randomly sampled giving a sample of 40 teachers, two parents of either gender were selected randomly from each school giving a sample of 20 parents. Four pupils were randomly selected from each school giving a sample of 40 pupils. Therefore this research constituted of 100 respondents.

3.4 Research Instruments

3.4.1 Primary data

The researchers collected the primary data which formed the bulk of the information in this study. Questionnaires were issued to the respondents in the sampled schools at Chuka Division, Tharaka Nithi County.

3.4.1.1 Questionnaires

Data was collected by means of questionnaire. The questions were open and closed ended using likert format .The questionnaires were administered directly to the targeted respondents. This administration was convenient since the researcher was able to reach many respondents. Its time saving and the researcher left questionnaires for the respondents to fill and collected after two days.

3.4.1.2 Observation schedule

Information relating to school environment and education performance in public primary schools was also collected through observation. A schedule of observations was thus filled by the researcher.

3.5 Validity

To ensure validity of the research instruments, the researcher ensured that the questionnaires were prepared and submitted to the respondents and audited for validity and reference of the content used in questionnaires from the objectives of the study. The researcher also ensured that the questionnaires were pruned without any ambiguity.

3.6 Reliability

Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials. Spearman rank correlation was used to compute the correlation coefficient which was used to determine the extent to which the contents of the questionnaire are consistent in producing the same response every time the instrument is administered.

3.7 Ethical Issues

Permission to carry out the study was sought from the Ministry of Education through a letter of authorization from University of Nairobi. Subsequent clearance to carry out the study was obtained from the County Education Office in Tharaka Nithi County. After permission was granted, the researcher visited the participating schools in order to inform them of the intended study and create some rapport. The researcher then administered the questionnaire to the respondents through drop and pick method. The filled questionnaires were picked at the agreed time. Research ethics was highly maintained by ensuring that the University procedures were followed. The researcher also maintained honesty, integrity and confidence throughout the study.

3.8 Data Analysis

Data analysis was done using quantitative and qualitative approaches. For the quantitative approach, descriptive and inferential statistics was used based on the SPSS and Microsoft office Excel (spreadsheet software).

The data was presented in form of frequency and contingency tables, charts and graphs and text. The latter two will provide a visual representation of some of the results that was analyzed giving an overview of the emerging trends and interrelationships between sample categories. The objective of the study was analyzed using cumulative frequencies, percentages and bivariate correlations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter presents analysis of data obtained from the respondents in the survey carried out in Chuka Division, Tharaka Nithi County to establish the relationship between School environment and academic performance in Kenya Certificate of Primary Education in public schools.

4.1 Demographic factor

4.2.1: Distribution of gender of respondents

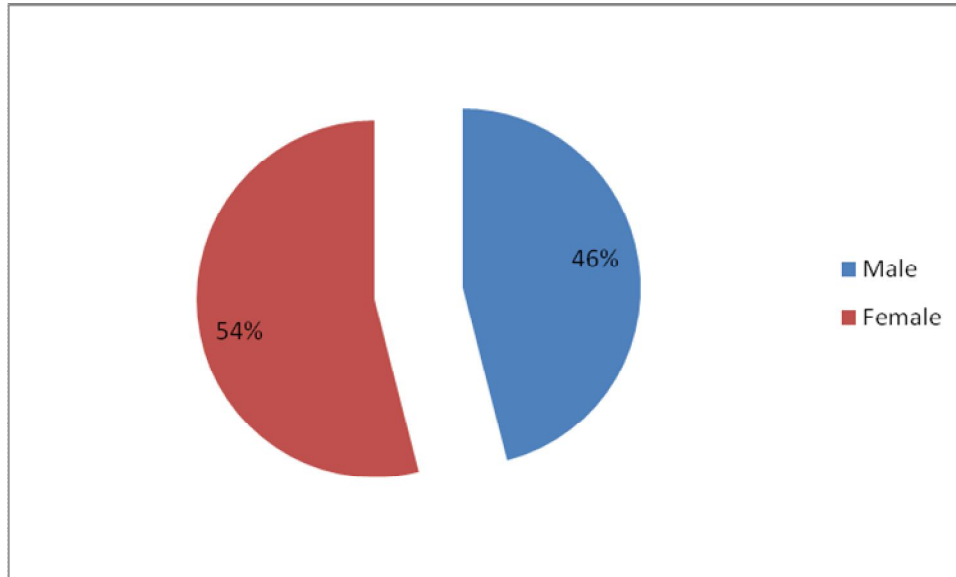
The percentage distribution of gender of respondents is presented in Table 4.1

Table 4.1: Gender of respondents

Gender	Frequency(N)	Percentage
Male	46	46.0%
Female	54	54.0%
Total	100	100.0%

Source: Author, 2012

Fig 4.1: Gender of respondents



Source: Author, 2012

From the results in Table 4.1 and Fig 4.1 a total of 100 respondents participated in the study. Out of the total respondents; 46 were males while 54 were females. This corresponds to 46% and 54% respectively. The results reflect the position on the ground where more females than males are engaged in education.

4.2 School environment factors that affect academic performance

4.2.1: Curriculum

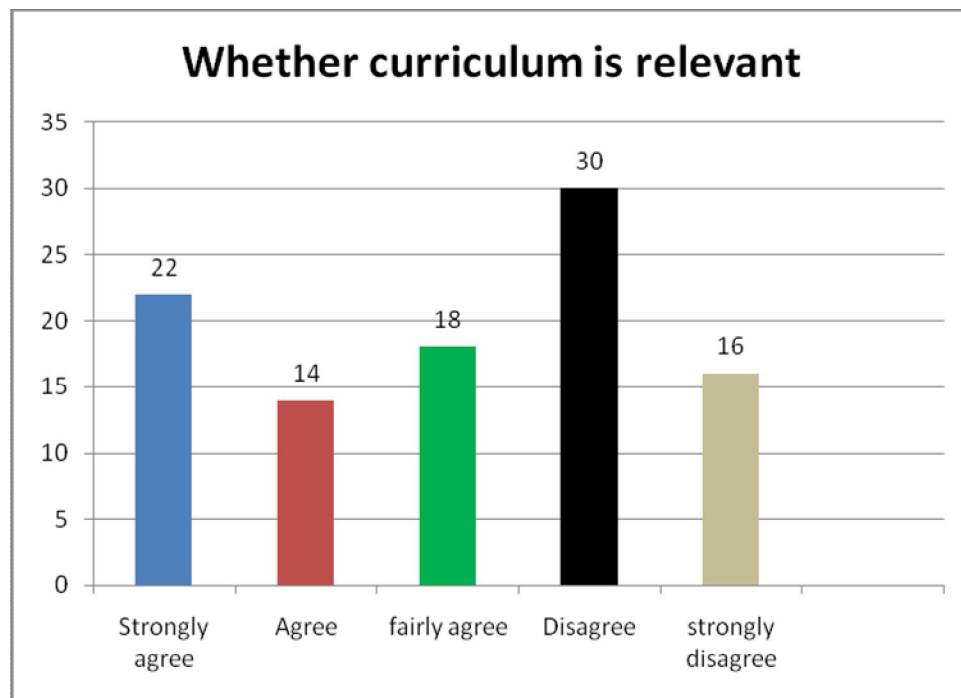
4.2.1.1 Whether curriculum is relevant

Table 4.2 Whether curriculum is relevant

	Frequency	Percent
Strongly agree	22	22
Agree	14	34
Fairly agree	18	18
Disagree	30	30
Strongly disagree	16	16

Source: Author 2012

Fig 4.2 Whether curriculum is relevant



The results in Table 4.2 and Fig 4.2 above indicate that 30% respondents (majority) disagree that curriculum is relevant, 22% and 34% agree that curriculum is relevant. This implies that curriculum is major factor affecting academic performance. There is general feeling that it is not relevant for learners' educational needs.

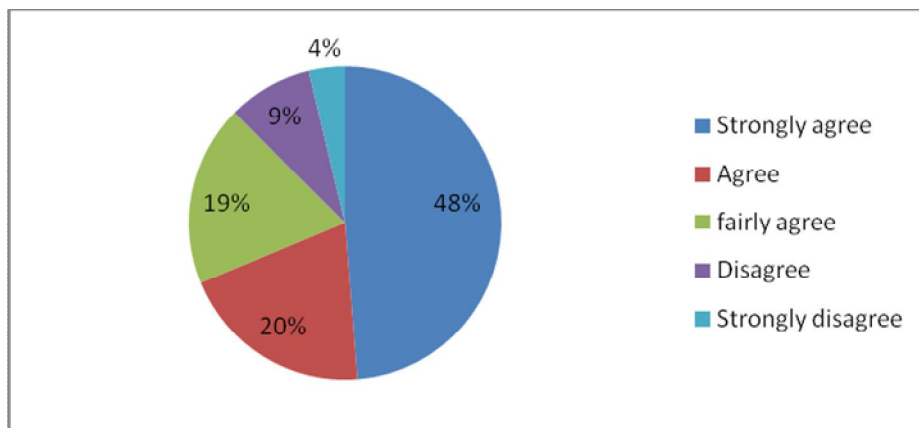
4.2.1.2 Whether curriculum is learner friendly

Table 4.3 Showing whether curriculum is learner friendly

	Frequency	Percent
Strongly agree	39	48
Agree	16	20
Fairly agree	15	19
Disagree	7	9
Strongly disagree	3	4
	80	100

Source: Author, 2012

Fig 4.3 Showing whether curriculum is learner friendly



From the results in Table 4.3 and Fig 4.3 above, majority of the respondents (48%) strongly hold that curriculum is learner friendly, another 20% of respondents also have same opinion. This is closely followed by 19% who fairly agree that curriculum is complicated while 9% and 4% respectively are contrary to this feeling. This implies that curriculum in use in our public primary schools is complicated for learners at their different levels and consequently affects academic performance negatively.

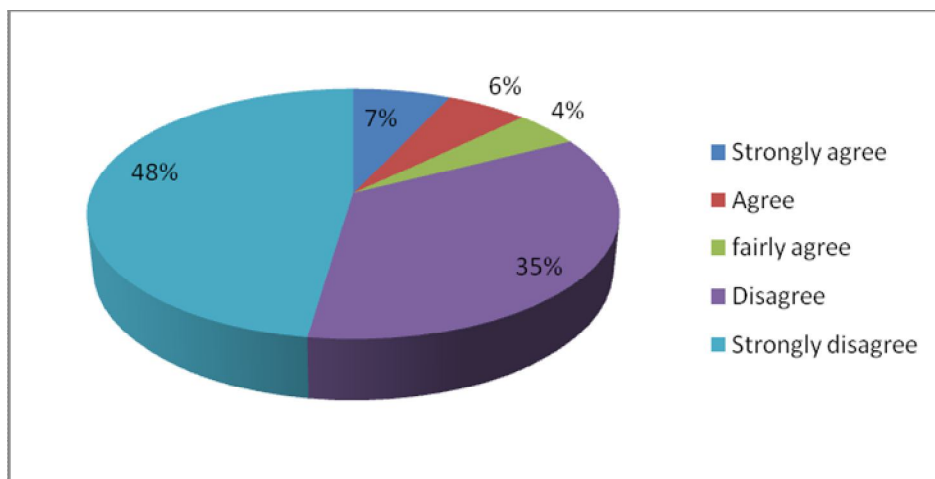
4.2.2.1.3 Whether syllabus is covered

Table 4.4 Whether syllabus is covered in time

	Frequency	Percent
Strongly agree	6	7
Agree	5	6
Fairly agree	4	4
Disagree	30	35
Strongly disagree	41	48
Total	80	100

Source: Author, 2012

Fig 4.4 Whether syllabus is covered in time



From the results in Table 4.4 and Fig 4.4 it indicates that a small portion; that is 7% and 6% are agreeing that syllabus is covered in time. Another 4 % fairly agree on the same. However, a whopping 35% and 48% disagree on this .The implication is that; curriculum is not covered in time in primary schools in Kenya and this adversely affects academic performance.

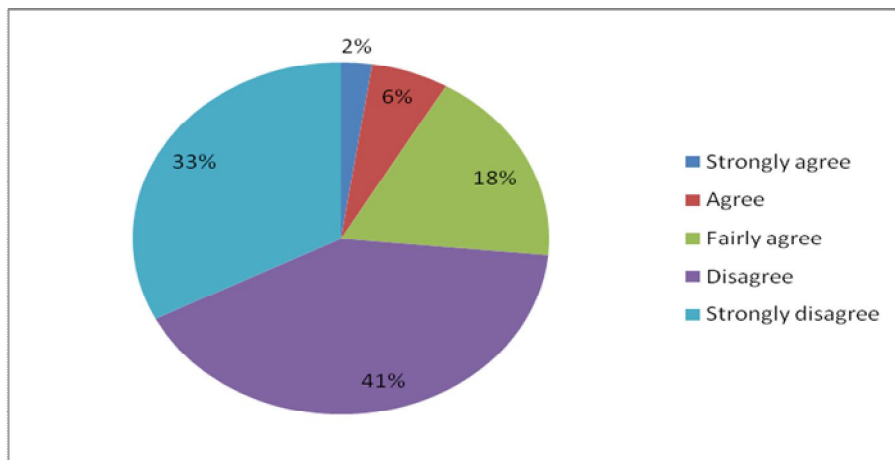
4.2.1.4 Whether variety of books are used

Table 4.5 Whether variety of books are used

	Frequency	Percent
Strongly agree	2	2
Agree	5	6
Fairly agree	15	18
Disagree	34	41
Strongly disagree	27	33
	80	100

Source: Author, 2012

Fig 4.5 Whether variety of books are used



As indicated in Table 4.5 and Fig 4.5 above; 2% strongly agree that variety of books are used in school. While 6% also agrees on this. However, 18% and 41% fairly agrees and disagrees on this. Another 33% strongly disagrees that variety of books are in use. This reflects the scenario in public primary schools; there is lack of variety in reading and teaching books and this has great bearing on academic performance.

4.2.3 Teachers effect on academic performance

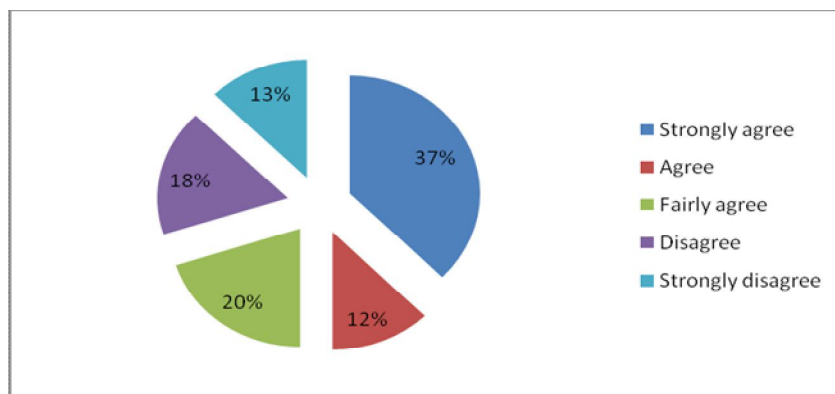
4.2.3.1. Posing questions after every lesson

Table 4.6 Whether teachers pose questions in class

	Frequency	Percent
Strongly agree	15	37
Agree	5	12
Fairly agree	8	20
Disagree	7	18
Strongly disagree	5	13
	40	100

Source: Author, 2012

Fig 4.6 Whether teachers pose questions in class



As analysed in Table 4.6 and Fig 4.6 above, 37% strongly agree that teachers pose questions to pupils. This is followed by 12 % who are agreeing that teachers pose questions in class while 20% fairly agree. A good number of respondents (18%) disagree on this, while 13% strongly disagree that teachers pose questions to pupils. The results implies that teachers posing questions enhances pupils’ proper understanding of various study lessons and eventually leading to good academic performance. Where teachers do not assess pupils understanding on areas taught, the academic performance becomes poor.

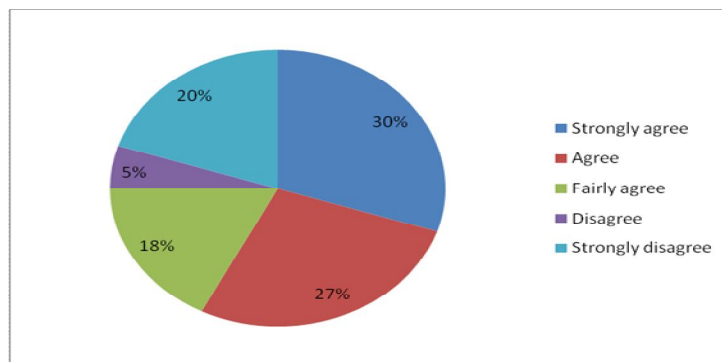
4.2.3.2. Helping troubled pupils

Table 4.7 Whether teachers help troubled pupils

	Frequency	Percent
Strongly agree	12	30
Agree	11	27
Fairly agree	7	18
Disagree	2	5
Strongly disagree	8	20

Source: Author, 2012

Fig 4.7 Whether teachers help troubled pupils



From the results in Table 4.7 and Fig 4.7 above, 30% strongly agree that teachers help pupils challenged with class work. This is followed by 27% who are agreeing that teachers help pupils troubled with class work and another 18 % fairly agreeing on this. A small number of respondents (5%) disagree to this, while 20% strongly disagree that teachers help pupils troubled with class work. The results imply that teachers’ response to helping weak students has a great influence on academic performance. Where such personalized support is lacking, pupils perform poorly.

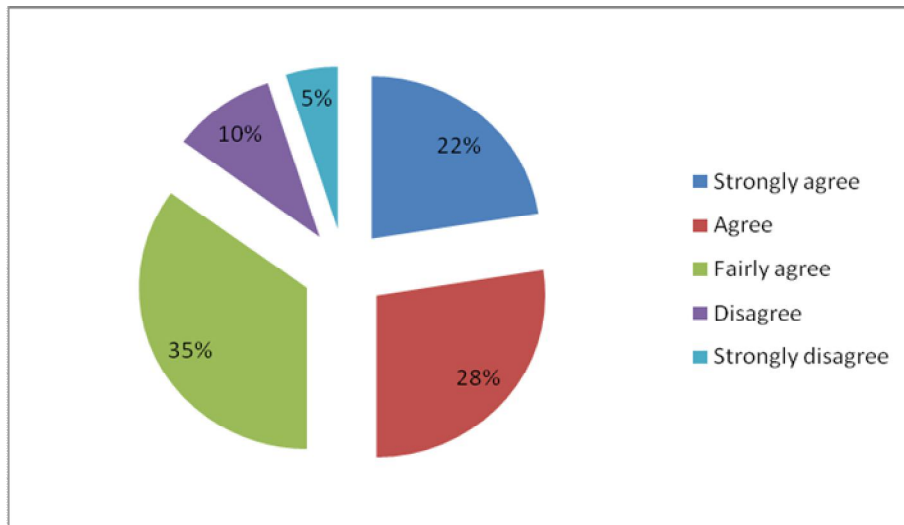
4.2.3.3 Answering pupils’ questions

Table 4.8 Whether teachers answer pupils’ questions

	Frequency	Percent
Strongly agree	9	22
Agree	11	28
Fairly agree	14	35
Disagree	4	10
Strongly disagree	2	5

Source: Author, 2012

Fig 4.8 Whether teachers answer pupils’ questions



As indicated in Table 4.8 and Fig 4.8 above; 22 % of respondents strongly agree that teachers answer pupils questions, 28% are agreeing on this. And the majority (35%) fairly agree that teachers answer pupils’ questions. This is followed by 10% of the respondents who on the other hand disagree that teachers answer pupils’ questions. Also, 5% of the respondents strongly disagree that teachers answer pupils’ questions. This implies that where teachers don’t respond to pupils’ questions in class, learners become demoralized and this has adverse effect on academic performance.

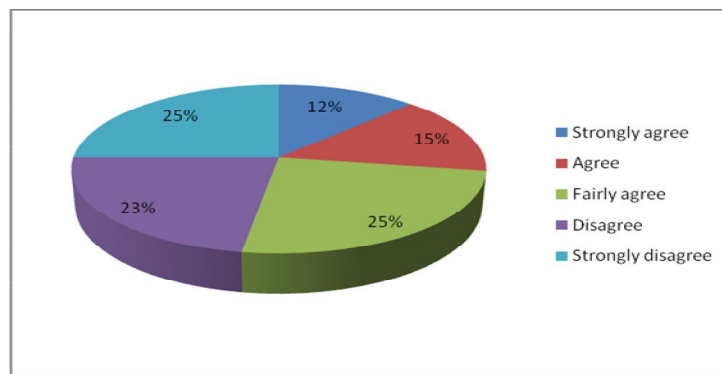
4.2.3.4 Whether teachers create rapport with students

Table 4.9 Whether teachers create rapport with students

	Frequency	Percent
Strongly agree	5	12
Agree	6	15
Fairly agree	10	25
Disagree	9	23
Strongly disagree	10	25
	40	100

Source: Author, 2012

Fig 4.9 Whether teachers create rapport with students



From Table 4.9 and Fig 4.9 above; the results indicate that 12% strongly agree that teachers create rapport with pupils, a position echoed by 15% who are agreeing on the same. Fairly agreeing to this is 25% and 23% strongly disagreeing that teachers create rapport with learners. Lastly, 25% of respondents strongly disagree that teachers create rapport with pupils. This implies that, lack of rapport between teachers and pupils adversely affects academic performance in public primary schools because the pupils don't feel free to address their learning issues to the teachers.

4.2.4 Teaching and learning resources

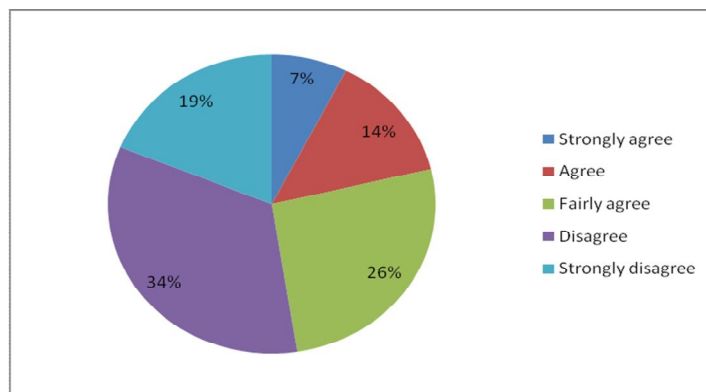
4.2.4.1 Use of teaching aids like dictionaries, atlases and wall maps

Table 5.0 Whether teachers use of teaching aids like dictionaries, atlases and wall maps

	Frequency	Percent
Strongly agree	6	7
Agree	11	14
Fairly agree	21	26
Disagree	27	34
Strongly disagree	15	9
	80	100

Source: Author, 2012

Fig 5.0 Whether teachers use of teaching aids like dictionaries, atlases and wall maps



Source: Author, 2012

As indicated in table 5.0 and Fig 5.0 above, 7% of respondents strongly agree that teaching aids are used in learning; this is followed by 14% who also agree on the same. 26% fairly agree that teaching aids are used in teaching. Majority of the respondents (34%) disagree on this and 19% also strongly disagree. These results imply that majority of public primary schools do not use teaching aids. Teaching aids are meant to help pupils understand more on specific areas and where they are lacking; it is detrimental to academic performance of pupils.

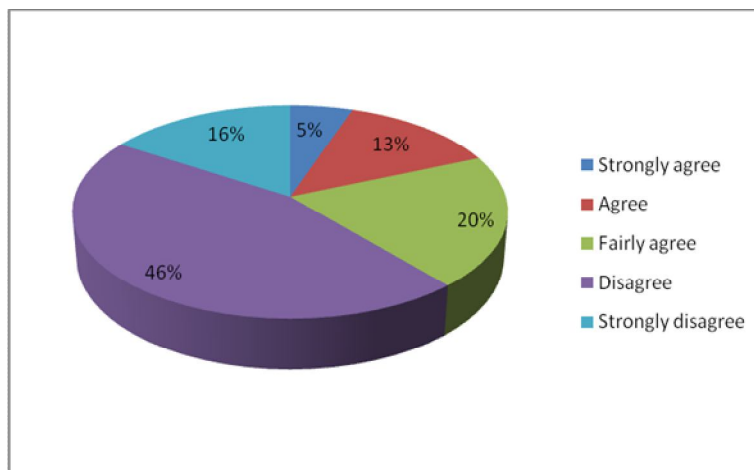
4.2.4.2 Use of practical methods in teaching

Table 5.1 Whether teachers use practical methods of teaching

	Frequency	Percent
Strongly agree	4	5
Agree	10	13
Fairly agree	15	20
Disagree	34	46
Strongly disagree	12	16
	80	100

Source: Author, 2012

Fig 5.1 Whether teachers use practical methods of teaching



As indicated in Table 5.1 and Fig 5.1; 5 % of respondents strongly agree that teachers use practical methods in teaching, 13% agree on the same. 20 % fairly agree that teachers use practical methods. Majority of the respondents; that is, 46% disagree on this. Also, 16% strongly disagree that teachers use practical methods in teaching. This reflects the dire situation in teaching of public primary schools where teachers do not integrate practical methods in their teaching. This therefore causes adverse effects in academic performance.

4.2.4.3 Use of supplementary books in teaching

Table 5.2 Whether teachers use supplementary books in teaching

	Frequency	Percent
Strongly agree	10	11
Agree	13	15
Fairly agree	21	24
Disagree	19	22
Strongly disagree	24	28
	80	100

Source: Author, 2012

Fig 5.2 Whether teachers use supplementary books in teaching

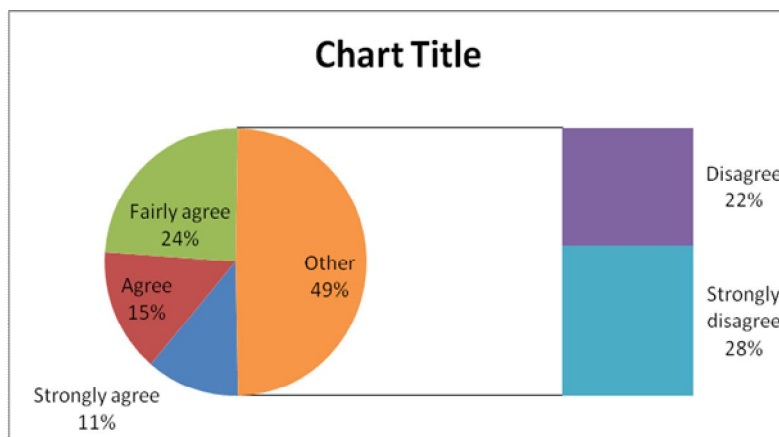


Table 5.2 and Fig 5.2, it shows that 11% of respondents strongly agree that teachers use supplementary books, 15 % of respondents agree that supplementary books are used. Also, 24% of the respondents fairly agree on the same. However, 22% disagree that supplementary books are used. This is echoed by 28 % who strongly disagree that schools use supplementary books. This indicates that good performance in public schools in Kenya is hampered by lack of supplementary books in teaching and for pupils’ private studies.

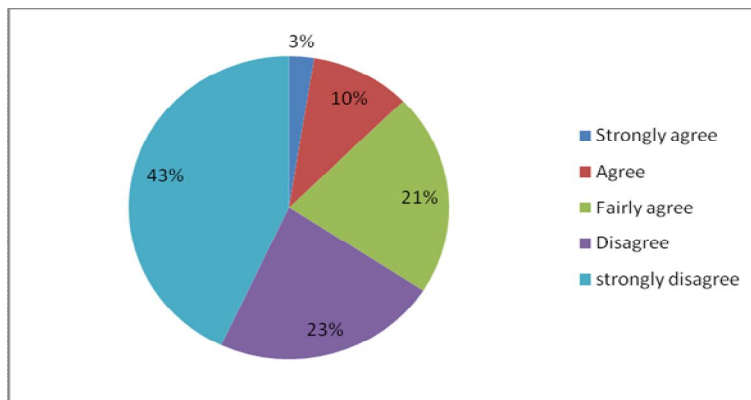
4.2.4.4 Use of live models in teaching

Table 5.3 Whether teachers use live models in teaching

	Frequency	Percent
Strongly agree	2	3
Agree	8	10
Fairly agree	17	21
Disagree	18	23
Strongly disagree	34	43
	80	100

Source: Author, 2012

Fig 5.3 Whether teachers use live models in teaching



From Table 5.3 and Fig 5.3 above, only a small portion of respondents (3%) strongly agree that live models are used in learning. Another 10% agrees on the same. This is followed by 21 % of respondents who fairly agree on this position whereas the disagreeing and strongly disagreeing lies at 23% and 43% respectively. This reflects the situation in s in primary schools in Kenya that live models are seldom used. This hampers academic performance because most pupils fail to comprehend some topics if live models are not used.

4.2.5.1: School facilities influence on academic performance

4.2.5.1 Visible chalkboard

Table 5.4 Whether writings on chalkboards are visible

	Frequency	Percent
Strongly agree	25	31
Agree	24	30
Fairly agree	22	27
Disagree	6	8
Strongly disagree	3	4
	80	100

Fig 5.4 Whether writings on chalkboards are visible

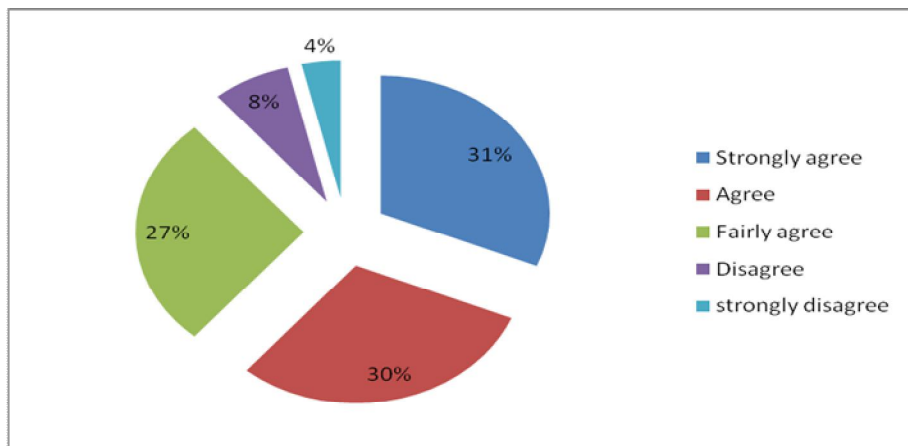


Table 5.4 and Fig 5.4 shows that: 31 % strongly agree that chalk board is clearly visible, 30% also agree it is visible, 27% fairly agree while 8% disagrees that the chalkboard is visible. A small portion of respondents (4%) strongly disagree that the chalkboard is visible. This implies that a significant portion of pupils are not able to clearly see the chalkboard and it could have a big bearing on their academic performance.

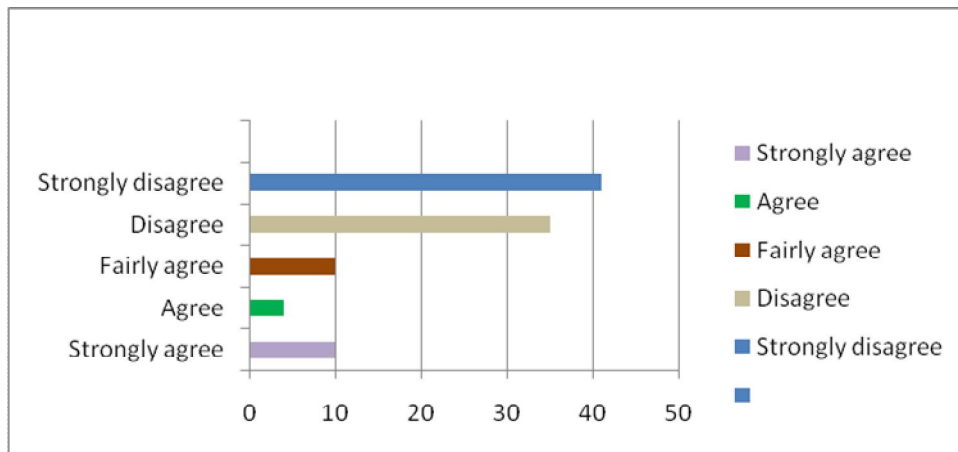
4.2.5.2 Classroom space

Table 5.5 Whether the classrooms are spacious

	Frequency	Percent
Strongly agree	8	10
Agree	3	4
Fairly agree	8	10
Disagree	28	35
Strongly disagree	33	41
	80	100

Source: Author, 2012

Fig 5.5 Whether the classrooms are spacious



As shown in Table 5.5 and Fig 5.5 above; 10% strongly agree that school has spacious classrooms; 4% agrees to this and 3% fairly agrees. Majority of the respondents (41%) disagree that the classrooms are spacious. This implies that learning activity in majority of public primary schools is hampered by congested classrooms thus adversely affecting academic performance.

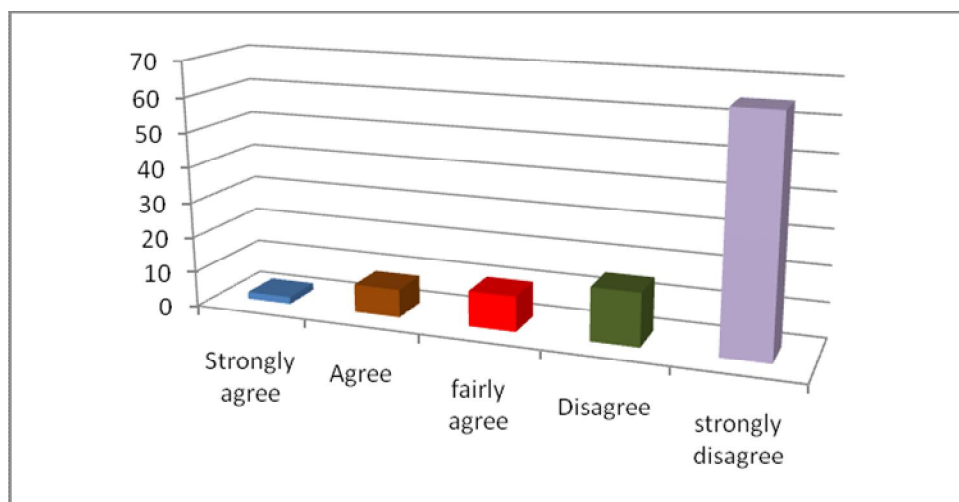
4.2.5.3 School library

Table 5.6 Whether schools have libraries

	Frequency	Percent
Strongly agree	2	2
Agree	8	8
Fairly agree	10	10
Disagree	15	15
Strongly disagree	65	65
	100	100

Source: Author, 2012

Fig 5.6 Whether schools have libraries



As shown in Table 5.6 and Fig 5.6 a whopping 65% of respondents say that the school doesn't have a library and only a small portion (2%) strongly disagrees with this. Another 8% agrees 15% fairly agrees while 15% disagrees. The results imply that academic performance in primary schools is greatly hampered by lack of libraries.

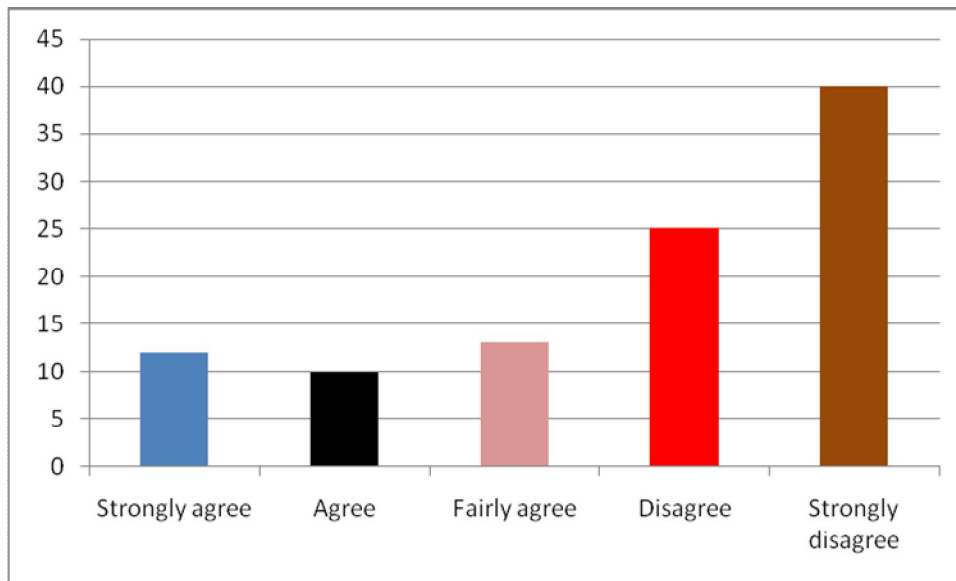
4.2.5.4 Playground space

Table 5.7 Whether playground is spacious

	Frequency	Percent
Strongly agree	12	12
Agree	10	10
Fairly agree	13	13
Disagree	25	25
Strongly disagree	40	40

Source: Author, 2012

Fig 5.7 Whether playground is spacious



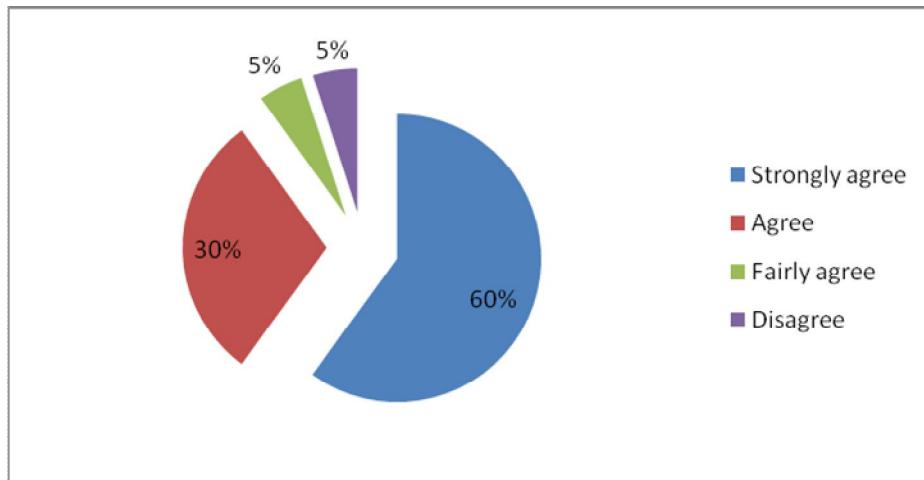
As indicated in Table 5.7 and Fig 5.7 above; majority of respondents (40%) strongly disagree that school has a spacious playground, 25% moderately disagree, 13% fairly agrees, 10% agrees and 12% strongly agrees that the school has a spacious playground. This implies that majority of public primary schools do not have spacious playground and the physical education for learners is not enhanced. This would negatively affect their academic performance.

4.2.5.5 Teacher-parent relation

Table 5.8 Whether teachers relate well with teachers

	Frequency	Percent (%)
Strongly agree	12	60
Agree	6	30
Fairly agree	1	5
Disagree	1	5
Strongly disagree	-	-
	20	100

Fig 5.8 Whether parents relate well with teachers



From the results in Table 5.8 and Fig 5.8 shows the majority of the respondents (60%) strongly agree that teacher-parent relation is good, this is followed by a 30% and 5% respectively who

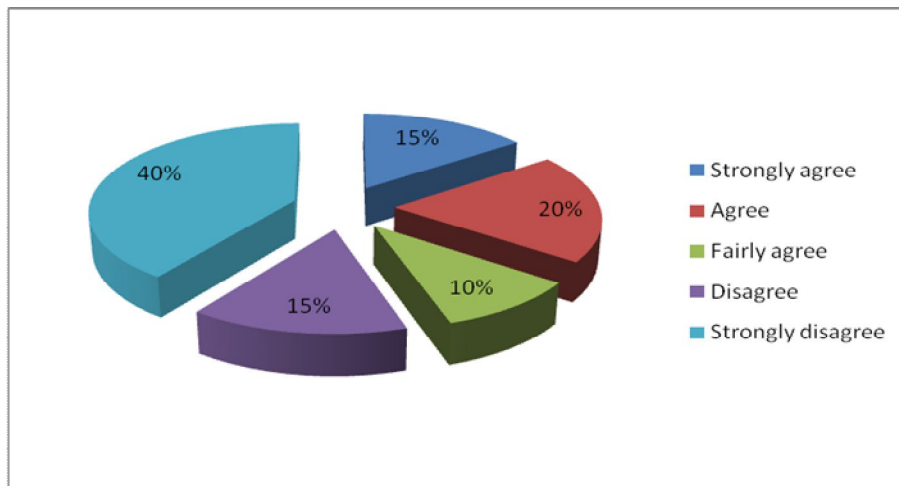
fairly agree. None of respondents strongly disagrees on this view. The result implies that generally teacher-parent relation in Chuka division is good.

4.2.5.6 Parent meetings attendance

Table 5.9 Parent meetings attendance

	Frequency	Percent (%)
Strongly agree	3	15
Agree	4	20
Fairly agree	2	10
Disagree	3	15
Strongly disagree	8	40
	20	100

Figure 5.9 Parent meetings attendance



As indicated in Table 5.9 and Fig 5.9 above, 15%,20% ,10% and 15% strongly agree, agree, fairly agree and disagree on the view that parents attend meetings. A whopping 40% strongly

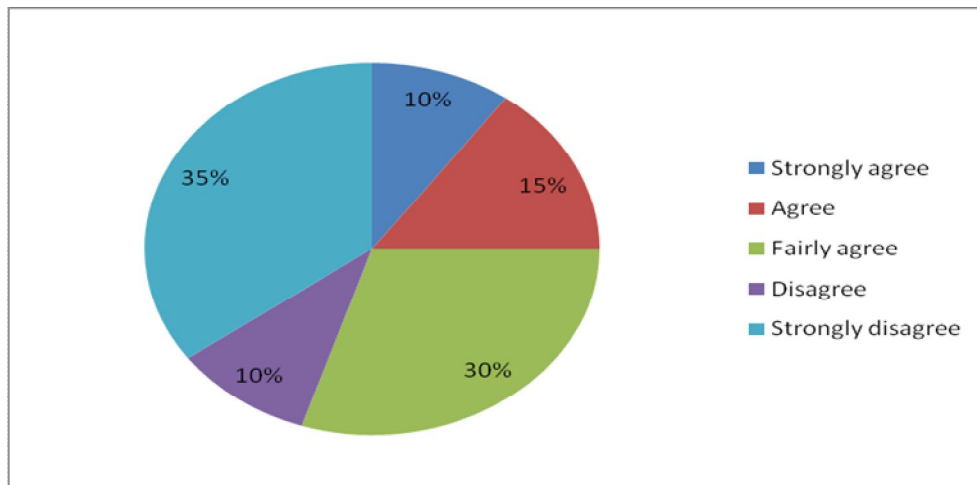
disagrees on this view. This reflects that parents adversely affect academic performance of pupils by failing to discharge responsibility of attending parent meetings when called upon.

4.2.5.7 Whether parents discuss with teachers the child’s concerns.

Table 6.0 Whether parents discuss with teachers the child’s concerns

	Frequency	Percent (%)
Strongly agree	2	10
Agree	3	15
Fairly agree	6	30
Disagree	2	10
Strongly disagree	7	35
	20	100

Fig 6.0 Whether parents discuss with teachers the child’s concerns



As results indicate in Table 6.0 and Fig 6.0 ;10% of respondents agree that parents discuss with teachers the pupils' concerns; 15% agree,30% fairly agrees,10% agrees while majority

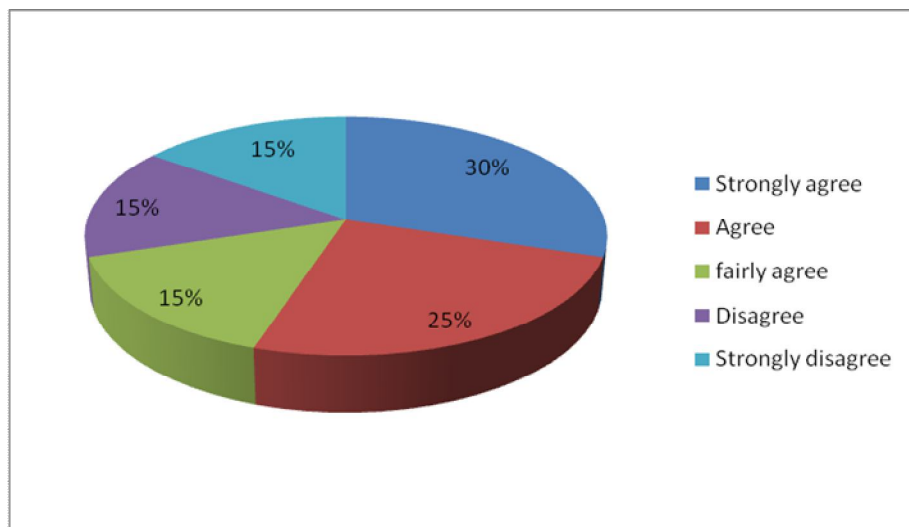
;(35%) strongly disagree on this position. The result implies that the parents' indifference to their children concerns has adverse effect on academic performance of the pupils in schools in Chuka Division.

4.2.5.8 Whether parents buy learning materials for their children

Table 6.1 Whether parents buy learning materials for their children

	Frequency	Percent (%)
Strongly agree	6	30
Agree	5	25
Fairly agree	3	15
Disagree	3	15
Strongly disagree	3	15
	20	100

Figure 6.1 Whether parents buy learning materials for their children



As revealed in Table 6.1 and Figure 6.1, majority of parents (30%) strongly agree that they buy learning materials for their children. Also 25% hold similar assertion. On the other hand the rest

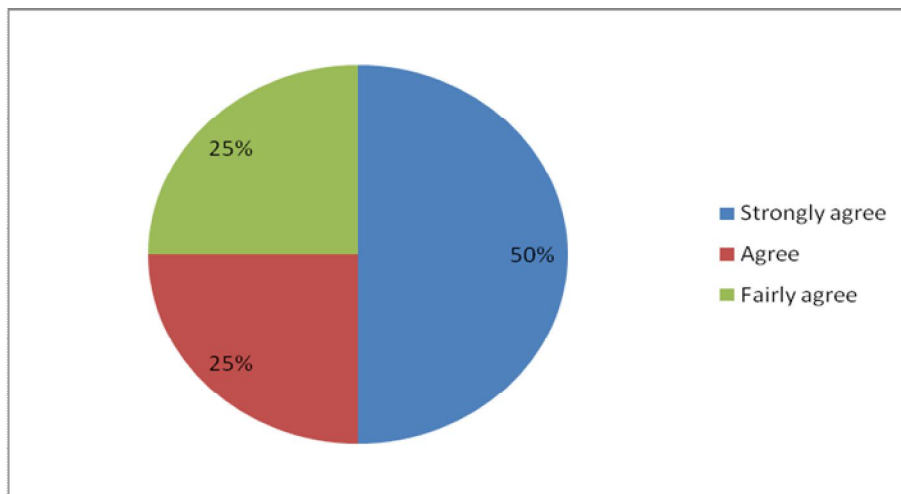
of the respondents do not buy learning materials for their children. This implies that majority of parents buy learning materials for children, still a good number do not buy learning materials for their children thus adversely affecting their academic performance.

4.2.5.9 Whether curriculum freely allows use of varied text books in the market

Table 6.2 Whether curriculum freely allows use of varied text books in the market

	Frequency	Percent (%)
Strongly agree	2	50
Agree	1	25
Fairly agree	1	25
Disagree	-	
Strongly disagree	-	
	4	100

Fig 6.2 Whether curriculum freely allows use of varied text books in the market



As indicated in Table 6.2 and Figure 6.2; 50% strongly agree that curriculum allows use of varied textbooks; this is followed by another 25% who fairly hold similar view. 25% of respondents fairly agree on the same. The results implies that although schools in Chuka

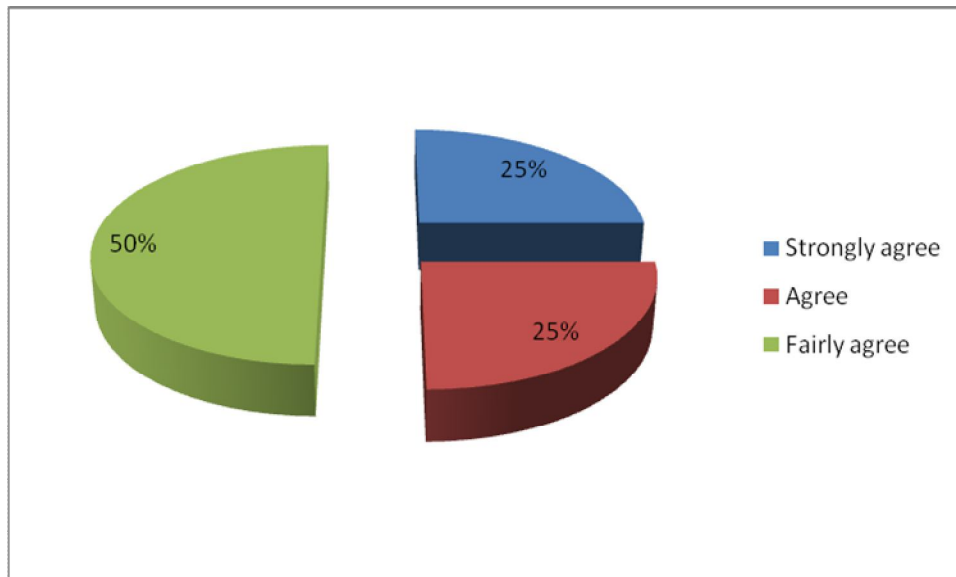
Division use varied textbooks; there is still a significant proportion of schools that do not use varied textbooks thus affecting academic performance of pupils negatively.

4.2.5.10 Whether Educational Officers regularly monitor teachers output

Table 6.3 Whether Educational Officers regularly monitor teachers output

	Frequency	Percent (%)
Strongly agree	1	25
Agree	1	25
Fairly agree	2	50
Disagree	-	
Strongly disagree	-	
	4	100

Figure 6.3 Whether Educational Officers regularly monitor teachers output



As indicated in Table 6.3 and Figure 6.3; 25% of respondents strongly agree that Education officers monitor teachers output while a half of the respondents moderately agree on this view.

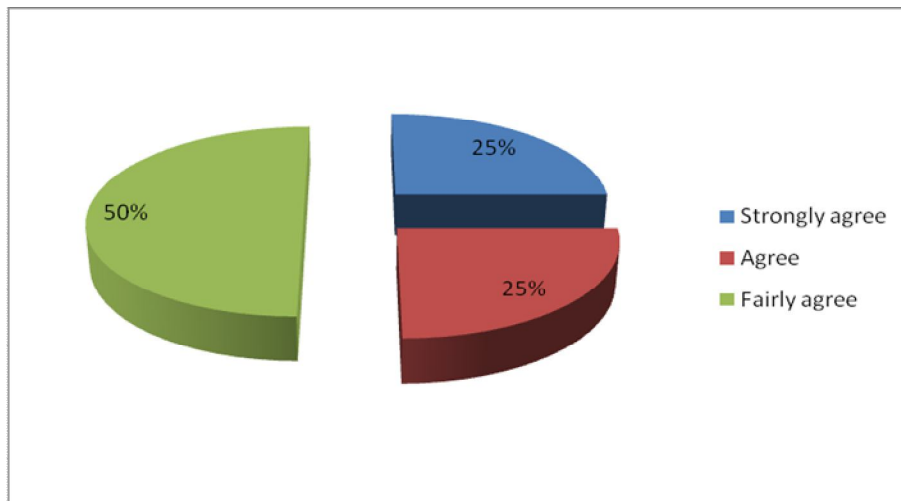
This implies that to a great extent, dismal academic performance in Chuka division is caused by indifference of education officers to discharge this crucial responsibility.

4.2.5.11 Whether Educational Officers offer seminars and workshops for teachers

Table 6.4 Whether Educational Officers offer seminars and workshops for teachers

	Frequency	Percent (%)
Strongly agree	1	25
Agree	1	25
Fairly agree	2	50
Disagree		
Strongly disagree	-	
	4	100

Figure 6.4 Whether Educational Officers offer seminars and workshops for teachers



4.2.5.11 Whether Educational Officers offer seminars and workshops for teachers

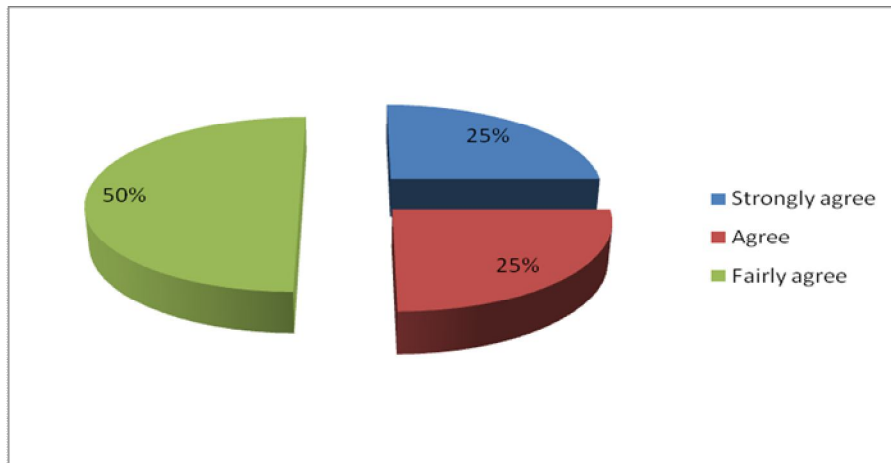
The results in Table 6.4 and Figure 6.4 indicate that 25% strongly agree educational officers offer seminars and workshops for teachers; 25% agree on this view; while 50% fairly agree on this view. These results show that education officers contribute to academic performance

adversely where they fail to hold seminars and workshops to discuss issues affecting primary school education in Chuka division.

Table 6.5 Whether Educational Officers recommend reward and punishment for teachers accordingly

	Frequency	Percent (%)
Strongly agree	1	25
Agree	1	25
Fairly agree	2	50
Disagree		
Strongly disagree	-	
	4	100

Figure 6.5 Whether Educational Officers recommend reward and punishment for teachers accordingly



As indicated in Table 6.5 and Figure 6.5; 25% of respondents are of the opinion that reward and punishment for teachers influence academic performance. While 50%; fairly agrees on this view.

The results show that reward and punishment have positive influence to teachers' performance

but only when administered. Consequently; either positively affecting academic performance or negatively affecting it.

4.3 Observations

The researcher observed that 70% of primary schools surveyed did not have a library. Lack of library has obvious negative implication on academic performance of pupils in such schools. It was further observed that the furniture for teachers and learners in approximately 60% of schools were dilapidated thus creating a non conducive learning environment.

Regarding classrooms, it was observed that the classrooms were regularly cleaned. However, approximately 40% of schools in the area had classes with missing window panes. This exposes learners to vagaries of weather thus limiting concentration and consequently affecting academic performance negatively.

The researcher observed that 60% of schools had spacious playground; apart from approximately 40% schools which had small playgrounds thus constraining pupils from playing. This affects their physical education and by extension negatively affecting their academic performance .The latrines however, were not well maintained; some didn't have doors. 25% of schools thus offer a non hygienic learning environment.

It was observed that teachers and learners have a good rapport in all schools surveyed and that teachers pose questions and pupils ask questions where they do not understand. Teachers also take time to help weak learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussions of the key findings presented in chapter four, conclusions drawn based on the findings, recommendations and suggestions for further study. This chapter thus, is structured into introduction, summary of the study, summary of the major findings, conclusions, recommendations and areas for further research.

5.1 Summary of the study

The study aimed at investigating the relationship between school environment and academic performance in KCPE by public schools in Chuka Division of Tharaka Nithi County., Data was collected from the field by survey method through structured questionnaires and observations. The study specific objectives were: To investigate the relationship between curriculum and academic performance; to investigate the relationship between teachers and academic performance ;to investigate the relationship between teaching and learning resources in academic performance; and to investigate relationship between school physical facilities academic performance in KCPE The questionnaires were administered to 100 randomly sampled respondents.

5.2 Summary of the main findings

The results from the study revealed that the curriculum in use for primary schools is complicated for learners at different levels. It was also found that the curriculum was not relevant for learners at their different learning levels. The study found out that there was a problem with syllabus coverage; where syllabus is not covered in time before learners advance to their next level.

Regarding teachers' impact in academic performance; the study found out that teachers pose questions to students during lessons and that pupils ask questions in class. Majority of the respondents also agreed that teachers create rapport with learners and they help the weak students.

On teaching and learning materials; it was found out that majority of schools are not using vital teaching aids like atlases, wall maps and dictionaries. It was also found that teachers do not use variety of books in teaching and learners do not supplement the books supplied by school by reading other books. Of concern is that few teachers in majority of schools use practical teaching methods and live models are rarely used.

Concerning physical facilities, the study found out that while classrooms were regularly cleaned, many had missing window panes exposing teachers and learners to vagaries of weather. The state of classroom and staffroom furniture was bad; many were extremely dilapidated. Majority of the schools that formed part of this survey had spacious playground save for a few. However, most schools (70%) did not have a library. Generally the state of sanitation facilities were non hygienic.

5.3 Recommendations

The purpose of the study was to investigate the impact of school environment on KCPE performance in Primary schools in Chuka Division. The study was guided by four objectives. Data was collected using questionnaires and was supplemented by observation schedule. The collected data was quantitatively and qualitatively analyzed. The findings revealed that lack of library, lack of enough playground, congested classes, dilapidated furniture, non hygienic toilets, lack of reading and teaching materials as well adversely affected academic performance in public primary school. Also adversely affecting performance is the perceived, complicated and irrelevant curriculum. Also syllabus was found to be an issue of big concern.

- In light of these findings; this study recommends a number of measures that should be put in place to enhance academic performance in public primary schools. Firstly, the educational policy makers are urged to revise the current curriculum in primary schools so as to meet learning needs at various levels and simplify the curriculum. It is recommended that teachers and school administrators need to create an effective work plan to ensure syllabus coverage in time. Regarding teaching and learning materials; it is recommended that schools buy such aids like atlases, dictionaries and wall maps and source for live models and other means for practical teaching. Concerning physical facilities; joint effort by education stakeholders namely the government and parents should fundraise to repair, expand or construct new ones.

5.4 Suggestions for further study

In light of the findings of this study, the area of education has not been exhaustively researched. The researcher suggests that other studies could be done on assessing the non-school environment factors that affect academic performance in public primary school. Further study can also be done on assessing the role of community in enhancing education in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

University of Nairobi

School of Continuing and Distance Education

P.O BOX 30197

Nairobi.

September 2012

Dear Respondent,

RE: REQUEST TO COLLECT SURVEY DATA

I am a student at the University of Nairobi, School of Continuing and Distance Education program.

In order to fulfil the master's program requirements, I am undertaking a research project and your school has been selected to form part of this study. Therefore, I kindly request you to assist me to collect data by filling out the accompanying questionnaire and use of any other relevant document that could give important information for this study.

The information provided was used exclusively for academic purposes and was held in strict confidence. Thank you.

Yours faithfully,

Name

APPENDIX II: QUESTIONNAIRE FOR TEACHERS
INSTRUCTIONS

Kindly answer the following questions by ticking in the appropriate box or filling the space provided.

Name of the School _____

SECTION A: BACKGROUND INFORMATION

1. What is your designation? *(Please tick as appropriate.)*

Head teacher

Teacher

2. For how long have you been a teacher?

Less than 10 years

10-20 years

Above 20 years

3. For how long have you stayed in this school?

Less than 10 years

10-20 years

Above 20 years

4. What is the total number of teachers in the school: Please tick one

Less than 10

10-20

Above 20

5. What is the total number of pupils in your school?

Less than 200

200-400

Above 400

SECTION B: SCHOOL VARIABLES RELATING TO ACADEMIC PERFORMANCE IN PUBLIC SCHOOLS

The following items indicate factors that contribute to students’ academic achievement. Each item is to be responded to by selecting the most appropriate response from the five alternatives.

6. Please respond by marking a tick “√” against the response you think most appropriate.

CURRICULUM	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
The curriculum is relevant for respective learning levels					
The curriculum is complicated for learners at their respective learning levels					
I cover syllabus in time					
Curriculum freely allows use of varied text books in the market					

7. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHERS	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I pose questions to pupils after every lesson					
I help a pupil when they have trouble with the class work					
I answer the questions asked by the pupils while am teaching					
I create a rapport with my class					

8. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHING AND LEARNING RESOURCES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I use teaching aids like dictionaries, wall maps, charts and dictionaries while teaching					
I usually use practical methods in teaching					
I usually use supplementary books in teaching					
I use live models while explaining particular subjects					

9. Please respond by marking a tick “√” against the response you think most appropriate.

SCHOOL PHYSICAL FACILITIES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
The classrooms have chalk board which is clearly visible to pupils					
Learners have enough space in the classrooms					
The school has a library					
The school has a spacious playground					

Thanks for your cooperation

APPENDIX III: QUESTIONNAIRE FOR PUPILS
INSTRUCTIONS

Kindly answer the following questions by ticking in the appropriate box or filling the space provided.

Name of the School _____

SECTION A: BACKGROUND INFORMATION

1. What is your gender? (*Please tick as appropriate*)

Male

Female

2. In which class are you? (*Please tick as appropriate*)

Standard 6

Standard 7

Standard 8

SECTION B: SCHOOL VARIABLES RELATING TO ACADEMIC PERFORMANCE IN PUBLIC SCHOOLS

The following items indicate factors that contribute to students’ academic achievement. Each item is to be responded to by selecting the most appropriate response from the five alternatives.

3. Please respond by marking a tick “√” against the response you think most appropriate.

CURRICULUM	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
The curriculum is relevant					
The curriculum is complicated for my level					
We cover syllabus in time					
We use variety of text books in learning					

4. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHERS	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I ask questions to teachers					
I discuss with my teacher on areas I find challenging					
The teacher helps me when I have a challenge on class					
I tackle all the assignments and homework given by teachers					

5. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHING AND LEARNING RESOURCES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
My teachers use aids like dictionaries, wall maps, charts and dictionaries while teaching					
My teachers use practical methods in teaching					
I have enough textbooks for every subject					
My teachers use live models while explaining particular subjects					

6. Please respond by marking a tick “√” against the response you think most appropriate.

SCHOOL PHYSICAL FACILITIES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
There are sufficient desks and chairs for sitting					
The classrooms have chalkboards which is clearly visible for pupils					
The learners have enough space in the classroom					
The school has a library					

Thank you for your cooperation

APPENDIX IV: QUESTIONNAIRE FOR PARENTS

1. What is your gender? Male Female

SECTION B: SCHOOL VARIABLES RELATING TO ACADEMIC PERFORMANCE IN PUBLIC SCHOOLS

The following items indicate factors that contribute to students’ academic achievement. Each item is to be responded to by selecting the most appropriate response from the five alternatives.

2. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHERS	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I relate well with all teachers					
I attend parent meetings when called upon by teachers					
I discuss with teachers the concerns of my child					

3. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHING AND LEARNING RESOURCES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I buy learning materials e.g. dictionaries, textbooks and atlases for my child					
I help my child source for locally available learning aids like seedlings etc					
The furniture in school is adequate					
The school has a library					
The school has a spacious playground					

Thank you for your cooperation

APPENDIX V: QUESTIONNAIRES FOR EDUCATIONAL OFFICERS

1. What is your designation? *(Please tick as appropriate.)*

Zonal Officer

Quality Assurance

Officer Examination Officer

2. What is your gender?

Male

Female

SECTION B: SCHOOL VARIABLES RELATING TO ACADEMIC PERFORMANCE IN PUBLIC SCHOOLS

The following items indicate factors that contribute to students’ academic achievement. Each item is to be responded to by selecting the most appropriate response from the five alternatives.

3. Please respond by marking a tick “√” against the response you think most appropriate.

CURRICULUM	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
The curriculum is relevant for respective learning levels					
The curriculum is complicated for learners at their respective learning levels					
Syllabus is covered in time					
Curriculum freely allows use of varied text books in the market					

4. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHERS	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I regularly monitor the teachers output					
I usually hold meetings with Head teachers and teacher to schools progress					
I offer seminars and workshops for teachers					
I recommend reward and punishment for teachers accordingly					

5. Please respond by marking a tick “√” against the response you think most appropriate.

TEACHING AND LEARNING RESOURCES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
I use teaching aids like dictionaries, wall maps, charts and dictionaries while teaching					
I usually use practical methods in teaching					
I usually use supplementary books in teaching					
I use live models while explaining particular subjects					

6. Please respond by marking a tick “√” against the response you think most appropriate.

SCHOOL PHYSICAL FACILITIES	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
The classrooms have chalk board which is clearly visible to pupils					
Learners have enough space in the classrooms					
All schools in my jurisdiction have libraries					
The schools have spacious playground					

Thank you for your cooperation

APPENDIX VI: OBSERVATION SCHEDULE FOR THE RESEARCHER

SECTION A: PHYSICAL FACILITIES

The observation ranks from poor to excellent. Where the physical facilities are lacking, the researcher will tick NA.

CONDITION OF PHYSICAL FACILITIES IN SCHOOL	NA	POOR	FAIR	GOOD	EXCELLE NT
Furniture					
Classrooms					
Latrines					
Play ground					
Staffroom					
Kitchen					
Library					
Gate and fencing					

SECTION B: TEACHING AND LEARNING AIDS

The researcher will observe the following variables: teaching and learning aids, curriculum, physical facilities and teachers.

Where description of an item is present, it was denoted by a tick “√” in the column marked ‘YES’ and where it is lacking it was denoted by x in the column marked ‘NO’

TEACHING AND LEARNING AIDS	Yes	NO
‘Talking’ walls		
Dictionaries		
Atlases		
Wall maps		
Charts		

CURRICULUM	Yes	NO
The school uses approved curriculum		
Syllabus is covered at every level		
The Physical Education is a mainstreamed in the curriculum		

PHYSICAL FACILITIES	Yes	NA
The school has a library		
The school has enough furniture for teachers and learners		
The classrooms are well maintained		
The school has spacious playground		
The school has enough and well conditioned latrines		

TEACHERS	Yes	NA
Teachers are well prepared for class		
Teachers attend classes in time		
Teachers ask questions in class		
Teachers give assignments		
Teachers mark pupils work		

APPENDIX VII: THE BUDGET SCHEDULE

ITEM	COST (Kshs)
1 Proposal Development	
a) Stationary	1500.00/-
b) Reproduction 6 copies @ Kshs. 80	480.00/-
c) Binding 6 copies @ Kshs. 50	300.00/-
d) Traveling Expenses	10,000.00/-
e) Miscellaneous expenses	10,000.00/-
2 Data collection	
a. Data collection	15,000.00/-
b. Books and reading material	5,000.00/-
c. Data analysis and computer runtime	5,000.00/-
d. Stationary	30000.00/-
e. Reproduction 6 copies @ Kshs. 40	8,400.00/-
f. Binding 5 copies @ Kshs. 1,000/-	5,000.00/-
a. Miscellaneous expenses	10,000.00/-
GRAND TOTAL	<u>45,800.00</u>

APPENDIX VIII: TIME PLAN

Phase	Description	Number of weeks										
		1	2	3	4	5	6	7	8	9	10	11
1	Data collection											
2	Data analysis											
3	Result writing											
4	Report writing											
5	Compilation and presentation											