

**DETERMINANTS OF ACADEMIC PERFORMANCE OF PUPILS IN KENYA  
CERTIFICATE OF PRIMARY EDUCATION EXAMINATION IN WUNDANYI  
DIVISION, TAITA-TAVETA COUNTY, KENYA.**

**BY**

**WATEE GLADWELL CLERAH WUGANGA**

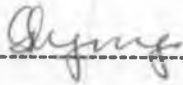
**UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P. O. Box 30197  
NAIROBI**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENT FOR THE AWARD OF A DEGREE OF MASTER OF  
ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF  
NAIROBI**

**2012**

## DECLARATION

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



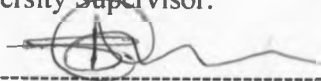
13/08/2012

WATEE GLADWELL CLERAH WUGANGA

Date

REGISTRATION NO L50/60643/2011

This research project report has been submitted for examination with my approval as the University Supervisor.



13/8/2012

DR. ANGELINE MULWA

Date

Lecturer,

Department of Extra-Mural Studies

University of Nairobi.

## DEDICATION

This research project report is dedicated to my dear children: Dorothy Wakilo and Charity Ngele and my nephew Suleiman Watee whose time I have devoted so much to this work. My life and achievements are inseparable from you. I love you all.

## AKNOWLEDGEMENT

I wish to express my sincere gratitude to the following entities which made the completion of this research project possible. It may not be possible to mention all by name. Please do accept my sincere appreciation and gratitude.

I thank the Almighty God for giving me strength, wisdom and courage to persevere in the completion of this work. Glory and honour be unto you my heavenly Father forever more.

I acknowledge the University of Nairobi for giving me the opportunity to pursue this course.

My supervisor Dr. Angeline Mulwa for her unlimited assistance and support during preparation of this document. I thank you for your expertise that you generously shared with me and ensured that submission is done in time. God bless you.

I am indebted to the Wundanyi Division Education Office for granting me permission to go round the schools to collect data which has been used to come up with this document. I acknowledge all respondents: the headteachers, teachers and pupils of all the sampled schools for availing the required information without any fear of intimidation. Thank you for your positive attitude, support and cooperation. May God's goodness and mercy follow you forever more.

Mr. Willy Mwatumia for his willingness to assist whenever I was unable to progress and more so, concerning the references. You are an angel.

Lillian Olang'o, Ruth Mulwa and N'gang'a, I appreciate your tireless efforts and expertise in editing, technical layout and type-setting of this document. I thank God for bringing you into my life.

My heartfelt gratitude and appreciation go to my family, classmates and most beloved friends: Gertrude Mshai and Sammy Mwakamba for your unwavering support and encouragement when my hope was diminishing. You mean so much to me. I thank God for you all.

## ABSTRACT

In Kenya, national examinations results indicate that certain schools consistently perform better than others. Examination results over a period of five years (2007-2011) revealed that some public schools performed better than others in Wundanyi Division, Taita –Taveta County. It was found necessary to investigate the factors responsible for such trends. This study tried to establish factors influencing academic performance of pupils in K.C.P.E. Examination in Wundanyi Division, Taita-Taveta County. These factors are related to the school, parents, teachers and the pupils themselves. Due to the exploratory nature of the study and the holistic approach that was undertaken both the school and the home environments were targeted as points of investigation. Multiple methods of data collection including three sets of questionnaires for the respondents as well as interview schedule, which facilitated gathering of the necessary information were used. The respondents included fourteen headteachers, thirty one class eight teachers, class eight pupils and a few parents. Data analysis was done using SPSS programme where coding and tabulation utilised Frequencies, Percentages and Tables. Key findings suggest that all the four variables: parental, pupil, teacher and school related factors influence academic performance in the division. Poverty and ignorance among parents; inadequate teaching staff, heavy workload and absence of seminars/workshops among teachers; availability, adequacy and sufficiency of learning facilities and materials as well as pupils' own laxity, indiscipline and poor time management, among others, influence academic performance. The study recommends that adequate physical facilities and instructional materials should be provided and maintained. Guidance and counselling sessions as well as peer tutoring should be encouraged among pupils to enable them sharpen their problem solving and communication skills. The study also recommends that adequate staffing, teacher housing and hardship allowance should be provided where necessary. Likewise, teachers' seminars, workshops and refresher courses need to be streamlined and continuous professional development of teachers put in place. Parents need to more devoted to their children's academic performance. Based on research findings, the study suggests that future researchers should focus on influence of teachers in ensuring academic excellence in learning institutions. Similarly, further research needs to be done to establish why learning facilities and instructional materials are inadequate despite the government's effort in providing fund for the same. There is also need to carry out more research on a location and utilization of FPE funds to ensure effectiveness and efficiency. There is also need to look into policies regarding demarcation of hardship areas.

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	v
LIST OF TABLES .....	x
LIST OF FIGURES .....	x
LIST OF ABBREVIATIONS AND ACRONYMS .....	xii
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the problem .....	4
1.3 Purpose of the study .....	4
1.4 Objectives of the study .....	5
1.4.1 Specific objectives .....	5
1.5 Research questions .....	5
1.6 Hypotheses .....	6
1.7 Justification of the study .....	6
1.8 Significance of the study .....	6
1.9 Basic assumptions of the study .....	6
1.10 Delimitations of the study .....	7
1.11 Limitations of the study .....	7
1.12 Organization of the study .....	7
1.13 Operational definition of significant terms .....	8
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>9</b>
2.1 Introduction .....	9
2.2 Parental related factors and Academic Performance .....	10
2.2.1 Excessive Parental Pressure and academic performance .....	10
2.2.2 Parental Indifferences and Emotional Neglect; and academic performance .....	11
2.2.3 Overprotective Parents and academic performance .....	12
2.2.4 Permissive Parenting and academic performance .....	12
2.2.5 Authoritarian Parenting and academic performance .....	13
2.2.6 Parents' education level and academic performance .....	13
2.2.7 Unemployment of Parents and academic performance .....	14

2.2.8	Home Environment and academic performance .....	14
2.2.9	Parent-Teacher Relationship and academic performance .....	15
2.2.10	Family size and academic performance.....	15
2.2.11	Excessive home chores and academic performance .....	16
2.2.12	Illness in the family and academic performance.....	16
2.3	School Related Factors and Academic Performance .....	16
2.3.1	Physical facilities and academic performance.....	16
2.3.2	Instructional materials and academic performance .....	18
2.3.3	Inadequate guidance and life skills education and academic performance .....	19
2.3.4	Class size and academic performance .....	19
2.3.5	The School Location and academic performance.....	20
2.3.6	Abolition of Corporal Punishment and academic performance .....	20
2.4	Pupil Related Factors and Academic Performance.....	20
2.4.1	Lack of student discipline and academic performance.....	20
2.4.2	Lack of commitment and academic performance.....	21
2.4.3	Individual differences and academic performance .....	21
2.4.4	Over-anxiety or fear of failure and academic performance.....	22
2.4.5	External 'locus of control' and academic performance.....	22
2.4.6	Truancy and academic performance.....	22
2.4.7	Lateness and absenteeism and academic performance.....	23
2.4.8	Language use and academic performance .....	23
2.4.9	Peer group influence and academic performance.....	23
2.4.10	Drug and substance abuse and academic performance.....	23
2.4.11	Poor study methods and academic performance.....	24
2.4.12	Teenage pregnancy and academic performance .....	24
2.4.13	Compulsion to drop out of school and academic performance.....	24
2.5	Teacher Related Factors and Academic Performance .....	24
2.5.1	Teacher's academic/professional qualifications and academic performance.....	24
2.5.2	Supervision of instruction and academic performance.....	25
2.5.3	Motivation and academic performance .....	25
2.5.4	Availability and use of teaching-learning resources and academic performance .....	25
2.5.5	Incidence of lateness and academic performance.....	25
2.5.7	Incidences of absenteeism and academic performance .....	26
2.5.8	Teacher's methodology and academic performance .....	26

2.5.9 Classroom management and academic performance.....	26
2.5.10 Teacher efficacy and academic performance.....	26
2.5.11 Use of language in teaching and academic performance.....	27
2.6 Literature Review Summary .....	27
2.7 Conceptual framework.....	27
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>	<b>29</b>
3.1 Introduction.....	29
3.2 Research design .....	29
3.3 Target Population.....	29
3.3 Sample size .....	30
3.4 Research Instruments.....	31
3.5.1 Questionnaires .....	31
3.5.2 Interview schedule.....	32
3.6 Validity and Reliability of Instruments.....	32
3.7 Data Collection procedures.....	33
3.8 Data Analysis .....	33
3.9 Ethical considerations .....	34
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION</b> .....	<b>39</b>
4.1 Introduction.....	39
4.2 Questionnaire Return Rate.....	39
4.3 Parental related factors.....	39
4.5 Pupil related factors and academic performance of pupils in KCPE.....	48
4.6 Teacher related factors and academic performance.....	56
<b>CHAPTER FIVE: SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS</b> <b>AND RECOMMENDATIONS.....</b>	<b>63</b>
5.1 Introduction.....	63
5.2 Summary and Discussion of the findings .....	63
5.2 Conclusion of the study.....	66
5.4 Recommendations.....	66
5.5 Suggestions for further research .....	67
REFERENCES .....	69
APPENDICES .....	74
APPENDIX I .....	74



Letter of Introduction to Respondents .....	74
APPENDIX II .....	75
Questionnaire for Head-teachers: .....	75
APPENDIX III.....	80
Questionnaire for Pupils .....	80
APPENDIX IV.....	84
Questionnaire for Class Eight Teachers.....	84

## LIST OF TABLES

Table 2.1 Schools and number of Class Eight pupils .....	31
Table 3.1 Operationalization of variables table .....	35
Table 4.1 Questionnaire return rate .....	39
Table 4.2 Parents' interest in their children's education.....	39
Table 4.3 State of parents.....	40
Table 4.4 Provision of daily requirements.....	41
Table 4.5 Father's level of education .....	41
Table 4.6 Mother's education level .....	42
Table 4.7 Guardians' education level .....	42
Table 4.8 Occupation of father .....	43
Table 4.9 Occupation of mother .....	43
Table 4.10 Occupation of guardians .....	44
Table 4.13 Relationship between learning facilities/ resources and academic performance..	47
Table 4.14 Learning facilities / resources and academic performance.....	48
Table 4.15 Position in the family .....	49
Table 4.16 Adequacy of study time at home .....	49
Table 4.17 Guidance and counselling.....	50
Table 4.18 Rate of textbook provision.....	51
Table 4.19 Number of pupils per class .....	51
Table 4.20 Common language in school.....	52
Table 4.21 Absenteeism from school.....	52
Table 4.22 Completion of homework/ assignments .....	54
Table 4.23 Relationship between pupil related factors and academic performance.....	55
Table 4.24 Challenges facing teachers.....	56
Table 4.25 Turning in assignments .....	57
Table 4.26 Parents concern over their children's education.....	58
Table 4.27 Professional qualification of headteachers .....	59
Table 4.28 Professional qualification teachers .....	59
Table 4.29 Teacher workload per week.....	60
Table 4.30 Workshops / Seminars / Refresher courses.....	60
Table 4.31 Teaching experience in years.....	61
Table 4.32 Relationship between teacher related factors and academic performance .....	61

**LIST OF FIGURES**

Figure 1: CONCEPTUAL FRAMEWORK.....28

UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P. O. Box 30197  
NAIROBI

## LIST OF ABBREVIATIONS AND ACRONYMS

A.F.T	:	American Federation of Teachers
B.E.C.E.	:	Basic Education Certificate Examination
F.P.E	:	Free Primary Education
K.C.P.E	:	Kenya Certificate of Primary Education
K.N.E.C	:	Kenya National Examination Council
N.G.O's	:	Non Governmental Organisation
NAEP	:	National Assessment of Educational Progress
P.L.E	:	Primary Leaving Exam
U.K	:	United Kingdom
U.N.E.S.C.O	:	United Nations Education Science and Cultural Organisation
U.S.A	:	United States of America
W.A.E.C	:	West African Examination Council
K.W.S	:	Kenya Wildlife Service
Q.A.S.O	:	Quality Assurance Standards Officer
P.T.E	:	Primary Teachers' College
S.T.Is/S.T.Ds	:	Sexually Transmitted Infections/ Sexually Transmitted Diseases

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Education is one of the most important aspects of human resource development. In the competitive job market, academic and vocational qualifications are increasingly becoming important. Those without qualifications are at a higher risk of being unemployed and having low incomes. More generally, success in acquiring formal qualification bolsters children's self esteem and enhances development of self identity. However, a substantial percentage of examinees the world over continue to underperform at school due to many reasons ranging from medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor social-cultural home environment, psychiatric disorders and environmental causes, among others.

In the United Kingdom (UK) and specifically England, about 7.2% of the learners in 2009/2010 failed to obtain five GCSEs or vocational equivalent due to pupil-characteristics, race/ethnicity, nutrition and socio-economic status. Children from low socio-economic families do not perform as well as they potentially could at school compared to those from high socio-economic status families (Zappala and Parker, 2000). The American Federation of Teachers (AFT) found that less than two-thirds of the learners pass. For example, only one in every five nine-year olds can perform even basic Mathematical operations and according to the 1990 National Assessment of Educational Progress (NAEP), only one in six-year olds reads well enough to search for specific information, inter-relate ideas and make generalizations. Only one in four year-olds can apply basic scientific information. Among American 13year-olds, one in ten can find, understand, and summarise complicated information.

In India, atleast 20% of children in a classroom get poor marks thus are 'scholastically backward'(Indian Journal of Paediatrics, volume 72-November, 2005) while a cross-sectional study of an urban population reveals that 14% of children had poor academic achievement in Malasya. Zahla et al (2001) reported 31.3% failure in their urban study population due to lack of family involvement and child's intrinsic motivation while Boey et al's study of (2005) on urban primary six pupils reported that 40% had below average scores based on results of a

standardised national examination and the results were high drop-out rates, behavioural problems and delinquency.

The differential scholastic achievement of students in Nigeria has been and is still a source of concern and research interest to educators, government and parents due to the great importance that education has on the national development of a country. However, there is a consensus of opinion about the fallen standard of education since education is not yielding the desired dividend (Adeboye, 2004). In 2007, 28% of the candidates had below pass mark (Statistics Office, WAEC, Lagos, Nigeria, 2009) due to pupils' lack of interest and skill acquisition, feeling of inadequacy, poor facilities and instructional materials, poor teaching methods and large pupil-teacher ratio as well as low professional qualification.

The Shama sub-metro of Ghana has recorded poor performance in all public examinations administered by Ghana Educational service. In 2003, Basic Education Certificate Examinations (BECE) results stipulated that out of the 427 candidates only five had aggregate 7-15 and a majority of 287 scored aggregate 31 and over. The Inchaban circuit with 593 candidates had seven students with aggregate 7-15 and 371 had aggregate 31 and above. In this case, no candidate had aggregate 6. Hence, out of the total 1020 candidates in the two circuits, 658 failed and only 12 did well to gain admission to well endowed senior secondary school (Daramanu, 2004). This has been attributable to unfavourable working conditions, lack of commitment, poor attendance, unprofessional attitudes, and ineffective use of teaching-learning resources (Broom, 1973; Neagley & Evans, 1970).

Grade 12 learners in South Africa have continued to perform badly in National Examinations. The North-Western Province had pass-rates of 54%, 52.1% and 58% in the years 1998, 1999 and 2000, respectively (Riekert, 2000). Some of the causes include lack of parental guidance and supervision, overcrowded classrooms and lack of positive role models. It thus represents a great challenge to all South Africans therefore the need to gain a better picture of the causes and solutions to the problem cannot be overemphasised (Ognbanjo, 2001).

Zimbabwe has given priority to building of schools and equipping of urban schools with computers in the last decade while ignoring majority of the rural schools. Hence the latter's annual percentage pass remains very low with their average mark of 38.8% that was far

below the pass-mark of 50% due to inadequate learning resources and materials (Akanle, 2007). Challenges such as poverty, low level of parents' education, emotional problems, indiscipline and heavy teacher workload contribute to this dismal performance.

Uganda has achieved near universal enrolment in primary schools (96% of 6-14-year-olds have attended school in 2006: Lyoyd, Kaufman and Hewet, 2009). However, this surge has not been matched by quality performance. The Teso region in particular has fielded very poor results at the annual national Primary Leaving Examinations (PLE) for a larger part of the last twenty years particularly in 2000 and 2001 due to poor reading culture, lack of sound and efficient leadership and low time allocation for some courses (Oluka & Opolot, 2008).

Analyses of national examination results in Kenya explain that majority of KCPE candidates underperform especially in public schools. Since the implementation of Free Primary Education in 2003, the number of pupils sitting KCPE increases yearly with 2011 registering the highest number (over 776214 including 1299 southern Sudanese candidates participating). Nevertheless, majority do not get admission into good secondary schools owing to their marginal performance. The Northern Kenya in particular recording 92% official illiteracy levels depends wholly on public schools (with only 30% enrolment) which are ill-equipped hence the dismal performance despite the implementation of Free Primary Education and subsidised secondary education. Low motivation and intelligence, and unfavourable home environment are some of the causes according to Muola, 2010.

Makewa et al (2006), blamed the poor performance in Nyanza region on the FPE programme; that is, the influx of pupils in primary schools without expansion of budgetary allocation for more infrastructure and hiring of more teachers. In the years 2000-2007, schools in the Gusii counties (Nyamira, Kisii Central and Gucha) consistently featured among the ten worst performing schools.

The Coastal region has recorded low performance during the last decade. Five out of the six counties in the region were among the last in the country according to KCPE results released on 29<sup>th</sup> December 2011. Taita-Taveta County was position five with a mean-score of 218.59 out of the possible 500 marks. No single girl made it to list of the top ten candidates in the county. All stakeholders: learners, educators, parents/guardians, employers, NGOs and the

National Ministry of Education are concerned about the problem as this implies that there is low internal efficiency and increase in cost of education.

## **1.2 Statement of the problem**

During the last five years, a great proportion of the Standard Eight pupils in Wundanyi Division, Taita-Taveta County, have continued to perform poorly. The mean-scores for the past five consecutive years show a downward trend: 233.88, 237.94, 221.29, 223.12 and 218.59 points in 2007, 2008, 2009, 2010 and 2011, respectively. The county was position 45 out of the 47 counties in the country. This poor performance represents a challenge thus the need to gain an insight into the causes and possible solutions to the problem cannot be overemphasised. This study was therefore seeking to collect qualitative and quantitative data to determine the possible causes to determine factors influencing high failure rate in KCPE in the division.

There are devastating educational problems that confront school education including perennial shortage of textbooks, unqualified and demotivated teachers, uninvolved parents and high incidences of underachievement amongst learners. These have progressed in the millennium and solutions are yet to be found. Hence high dropout rates, persistent academic failure and general lack of motivation to achieve are problems which have become endemic in our schools and should be addressed urgently (Oluka & Opolot, 2008).

Research has shown that in the developing countries, dropout and repetitive rates appear to be most common among learners from low socio-economic backgrounds due to numerous reasons including poverty, malnutrition, absenteeism, inappropriate curriculum and examinations and lack of adequate teaching and learning resources (Lockhead & Vespoor, 1999 p. 86-87; Psachropoulos & Woodhall, 1985 p. 209; Ludwig & Bassi, 1999). Ognbanjo quotes Davies and Rimm in Tlale 1991 p 16 who say that children are not born underachievers, rather underachievement is an acquired form of behaviour which results in a combination of factors relating to the family/home, school, teacher and learner.

## **1.3 Purpose of the study**

The study was intended to investigate the possible factors attributable to academic performance in Wundanyi Division, Taita-Taveta county especially with the government's



effort to implement the Free Compulsory Universal Basic Education with a view of improving the quality of the education system.

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

The main objective of the study was to investigate factors influencing academic performance in K.C.P.E. examination in Wundanyi Division, Taita-Taveta County.

##### **1.4.1 Specific objectives**

- 1) To establish school related factors that influence pupils' academic performance in K.C.P.E. Examination in Wundanyi Division Taita-Taveta County such as physical facilities and instructional materials.
- 2) To explore teacher related factors that influence pupils' academic performance in K.C.P.E Examination in Wundanyi Division Taita-Taveta County such as motivation and academic and professional qualifications of the teachers.
- 3) To assess the pupil related factors that influence academic performance in K.C.P.E Examination in Wundanyi Division Taita-Taveta County such as lack of commitment, illnesses and laziness.
- 4) To identify parental related factors that influence pupils' academic performance in K.C.P.E Examination in Wundanyi Division Taita-Taveta County such as parents' socio-economic status and their education level.

#### **1.5 Research questions**

This research seeks to answer the following questions:

- 1) What is the influence of school related factors on pupils' academic performance in K.C.P.E.Examination in Wundanyi Division Taita-Taveta County?
- 2) What is the influence of teacher related factors on pupils' academic performance in K.C.P.E. Examination in Wundanyi Division Taita-Taveta County?
- 3) What is the influence of pupil related factors on academic performance in K.C.P.E Examination in Wundanyi Division Taita-Taveta County?
- 4) What is the influence of parental related factors on pupils' academic performance in K.C.P.E Examination in Wundanyi Division Taita-Taveta County?

## **1.6 Hypotheses**

- (i) There is a relationship between school-related factors and academic performance of pupils in KCPE Examination in Wundanyi Division.
- (ii) There is a relationship between teacher- related factors and academic performance of pupils in KCPE Examination in Wundanyi Division.
- (iii) There is a significant relationship between pupil- related factors and academic performance of pupils in KCPE Examination in Wundanyi Division.
- (iv) There is a relationship between parental related factors and academic performance of pupils in KCPE Examination in Wundanyi Division.

## **1.7 Justification of the study**

The findings of this study will shed light on how to achieve quality education. The study will provide insight into the problems whose solution might help inform specific actions to be taken to efficiently and effectively address the poor performance of the schools.

## **1.8 Significance of the study**

Knowing the factors behind the dismal academic performance in the county will be a step forward in the right direction to pave way for interventional strategies that would effectively serve to minimise or eradicate failure rates. This will counter the challenges with the view to contribute positively to the success of government's blueprint for vision 2030 and achievement of the second Millennium Development Goal – Achieving universal primary education.

## **1.9 Basic assumptions of the study**

The basic assumption of the study was that parental, school, teacher and pupil related factors influence academic performance of pupils in Wundanyi Division Taita-Taveta County.

Some respondents were also unwilling to fill in the questionnaires.

### **1.10 Delimitations of the study**

The study focused on possible factors influencing academic performance in Wundanyi Division, Taita-Taveta County. With the large number of schools in the division a few of them were picked for the exercise through simple random sampling: some in urban and others in the rural parts of the county with the view to give the different backgrounds from which the pupils come from.

### **1.11 Limitations of the study**

Time and financial constraints, among other anticipated occurrences interfered with the progress particularly when dispatching and collecting completed questionnaires. These interfered with the scope of the study and data accessibility. Some participants treated the exercise with suspicion therefore were unwilling to submit important information. Additionally, there was difficulty in reaching some areas due to topography and poor infrastructure.

### **1.12 Organization of the study**

This study is organised into five chapters:

Chapter one is made up of the background of the study, statement of the problem, purpose of the study, objectives, research questions and hypotheses, justification, significance, basic assumptions, delimitations, limitations and operational definition of significant terms. Chapter two consists of literature review explaining parental, teacher, school and pupil related factors that determine academic performance of pupils in examinations and a conceptual framework developed from a simple relationship of the variables.

Research methodology consisting of research design, target and sample population, research instruments and their validity and reliability, data collection procedures, data analysis, ethical considerations and operationalization of variables table are all contained in chapter three.

Chapter four is about data analysis, presentations and interpretations. This has been done using SPSS programme in form of tables, frequencies and percentiles.

Chapter five has the summary of the findings, discussions, conclusions, recommendations and suggestions for further research.

### 1.13 Operational definition of significant terms

**Academic performance:** Grades/scores representing learner's achievement with respect to attained knowledge, skills and attitudes.

**Education:** Acquisition of knowledge, skills and attitudes/character that make one a useful member of the society.

**School-related factors:** school climate; that is, features of the school such as the school buildings, learning resources and materials.

**Pupil-related factors:** factors surrounding the learners that are likely to influence their learning/academic performance such as their commitment, lateness/punctuality and absenteeism.

**Teacher-related factors:** Aspects surrounding the teachers such as preparation, teaching methodology, classroom management and professional qualifications.

**Parental-related factors:** Aspects present among parents/community that influence education standards such as socio-economic status, relationships at home and parent's interest in the academic performance of their children.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Education is an important form of human resource and human capital that is essential for improving productivity and furthering economic growth for both the individual and society. Indeed, most economies would probably agree that it is human resources of a nation and not its capital nor material resources that ultimately determine the character and pace of its economic and social development (Psacharopoulos and Woodhall, 1985).

The principle institution mechanism for developing human skills and knowledge is the formal education system. Hence, developing countries have been committed to rapid quantitative expansion of educational opportunities. Consequently, education in these countries absorbs the greatest share of recurrent government expenditures. Education research has been interested in finding out whether or not schools with different resource inputs have a similar differential impact upon the extent to which students learn or reason (Colcough and Lewin, 1993).

Since academic performance is the measuring of success or how well a student meets set standards set by the government or the institution itself, numerous studies have analysed the factors behind academic performance. Identifying the variables that influence the achievement of young individuals at school is of great importance to stakeholders: it is an essential tool for the public authorities in-charge of the definition of optimal and efficient education policies. On the other hand this kind of analysis helps parents, students, and educational institutions to improve the quality of career options. Some authors postulate that there is a relationship between the performance of learners during their studies and their future earnings. Stricker and Rock (1995) found out that learner's initial characteristics have a modest impact on academic performance while Sakho (2003) discovered that different factors related with personal and family background explain the variation of learner's performance. Akanle (2007) studied socio-economic factors influencing academic performance in Nigeria. The study revealed that insufficient parental income, family type and lack of adequate funding from the government are factors influencing academic performance. South Africa has a peculiar background which has continued to disadvantage some learners particularly from the black and coloured population groups. For instance, education was not compulsory for the black children; limited resources were provided for black education; there

were overcrowded classrooms and untrained teachers as well. Moreover, education was constantly disrupted by political struggles, boycott of teachers and destruction of school buildings and schools being used as forums for anti-apartheid struggles (Ogunbanjo, 2002). This chapter provides an account of the literature reviews in regard to factors influencing academic performance as researched internationally and within Kenya focussing on school-related factors, pupil-related factors, teacher-related factors as well as parental factors. The literature reviewed was mainly from primary sources, journals, secondary sources, education policy documents, articles and newspapers.

## **2.2 Parental Related Factors and Academic Performance**

Family relationships and the home environment influence a child's success at school (Kapp pp.151). Infact, Bronfenbrenner (in Wood and Hannah 1998 pp.284), claims that the home environment is the single most important influence both positively and negatively on how well a child does in school. Insecurity, disharmony ,family incompleteness, inability to offer the child continual effective spiritual security in a confused society and economic pressure are all factors that affect the child's attitude towards learning (Kapp1994 pp.151). Education has a dialogical character and a happy reciprocal dialogue between the parent and the child forms the basis of mutual respect and builds emotional bond (Kapp 1994 pp.115).In an emotionally stable climate a child is more open to parents' feelings and values and tends to learn better.

However, if the educational dialogue is disturbed, the child experiences educational distress. An educationally distressed child feels insecure, anxious and is therefore not very open to learning .Deep-rooted feelings of anxiety, insecurity and emotional instability may lead to emotional and behavioural disturbances (Kapp1994, pp.115).Parental influences have been discussed under the following sub-headings:

### **2.2.1 Excessive Parental Pressure and academic performance**

Sometimes parents may put excessive pressure to reach goals which children may perceive as unattainable or unrealistically high. Often parents emphasise more on child's intellectual development and this may be experienced as 'pressure' which may result in resistance and

unconscious hostility on the part of the child who may also become discouraged when parental expectations are not met.

### **2.2.2 Parental Indifferences and Emotional Neglect; and academic performance**

Parental indifference and neglect are manifested by parents showing no interest in their children's academic progress thus the children have no incentive to work hard. Consequently, if parents express negative attitudes to learning and academic achievements, this attitude can be transferred to their children who end up having no real motivation to achieve at school. Some parents do not attend school activities; are too busy and do not encourage their children to perform well.

The marital status of either being single, married, divorced or widowed; parents' social class in terms of their income categories of lower, middle or upper income class, all impact on self-concept and learning process of learners. A stigma is usually attached to separation and divorce, affecting learners' academic performance negatively (Rammala, 2009). This results into undue anxiety among young people as discussions between parents and their children about reasons why their father did not marry or divorce their mother in our black culture is a taboo. The anxiety triggers emotional problems and long-term distress resulting to academic underachievement. Orphans or learners with terminally ill parents are unable to cope with schoolwork thus poor academic performance (Karanche and Kulkarani, 2005 pp. 961-967). Similarly, low level of concentration leads to underachievement.

Divorce, death and institutionalization may cause lack of love and closeness between mother and child who hampers emotional development and the child become unable to show empathy towards or maintain emotional relationships with others (Kapp, 1994 pp.116). The child may fail to acquire appropriate norms and values or self controls therefore have incomplete development of conscience. Such a child will often have a weak will and will find it difficult to successfully integrate into society, becomes frustrated and dissatisfied and experiences considerable inner conflict. At school the child clashes with educators or even the law.

Lack of stable family relationships and problems related to divorce makes young people vulnerable to problems at school and even at entrance into occupational life. The latter is attributable to the demanding task of bringing up a child alone without the support of a spouse, economic problems, stress related to divorce and lack of time for the child. An

adverse home climate as a result of poor family relationships between parents can cause instability in children which is not conducive to effective learning (Tlale, 1991 pp. 17).

Rammala (2009), notes that lack of communication and consultation with children concerning issues like remarriage of parents is disturbing. Sometimes a new step-parent is sprung on surprised children who have to deal with whether or not to accept him/her. Such circumstances could interfere with the emotional well-being of the child which results in lack of concentration.

There could also be inconsistency in parents concerning discipline. Parents blame each other for their children's misbehaviour as well as underachievement. Either parent felt that the other was covering up and protecting children from their discipline. There are clear indications that there are misunderstandings and disagreements between parents on how to discipline their children.

### **2.2.3 Overprotective Parents and academic performance**

Such parents do not give their children the much needed independence to become responsible for themselves but instead they decide for them and give them little or no opportunity to make their own choices (Du Toit, 1994 pp. 54).

### **2.2.4 Permissive Parenting and academic performance**

It leads to indiscipline and inconsistency as children are allowed to do as they please. Children have too much freedom leading to disorganization and subsequently underachievement. Such parents often set poor examples for children for maintaining no structure or routine in the household (Du Toit, 1994 pp.55). Children who do not learn self discipline are not oriented to study on their own. Lack of discipline or routine in the home leads to disordered household which is often reflected in disorganisation of the child's schoolwork. Disorganised homes are the main causes of learning problems in children (Rimm, 1998 pp. 38).

Some children live by themselves and are left to make day to day decisions concerning their lives. There is no one to supervise or give guidance and whether they attend school regularly or do homework is upto them. The end result is poor academic performance (Rammala, 2009 pp. 96).



### **2.2.5 Authoritarian Parenting and academic performance**

Authoritarian parenting is characterised by strict discipline and direction of more frequent negative behaviours towards children. Such parents are less likely to ignore minor oversive events; they often respond to negative child behaviour in kind and engage in longer conflictual exchanges that end in expression of anger and use of physical punishment (De Baryshe et al in Du Tuit,1994:55).Usually one or both parents have a domineering personality and show little or no love towards their children and are more authoritarian and strict when punishing them.

In South Africa many black and Afrikaans-speaking parents are authoritarian in relating to their children and believe that children are not to be heard but are expected to accept their parents' instructions as law without questioning. As a result the child develops a sense of low confidence and self-esteem and may perceive their teacher as a parent therefore fail to ask questions or challenge the teacher on any subject matter where clarification is required. The latter leads to poor participation in class activities as the child expects to be spoon-fed by the teacher and accept whatever is taught. Yet critical thinking and problem-solving are pertinent in meeting the challenges of this technological age.

Alexander (in Griessel, 1993 pp. 247), states that numerous studies indicate the correlation between the extent to which parents implement an authoritarian educational style and the child's success at school. Children succeed at school when they grow up in a warm atmosphere where there is sympathetic understanding and acceptance and where they are allowed a measure of autonomy but know the exact extent of their freedom. As much as the parents expect good results, they should reward them with positive affirmation. Such learners form positive self – image and a sense of personal growth thus they are not afraid to venture or make mistakes as they enjoy learning experiences because failure does not result in harsh punishment and criticism but in support, understanding, acceptance and encouragement. Emotional neglect may cause problems such as lack of love, disinterested, impatient, unapproachable and unyielding mother who may impede the development of a healthy emotional bond between mother and child (Bannatyne in Kapp, 1994 pp.116).

### **2.2.6 Parents' education level and academic performance**

The learner's perception of the family support directly affects performance while the mother's educational level does so indirectly. Rammala (2009), notes that learners whose

parents are not adequately literate are disadvantaged, because parents are required to assist their children with their assignments at home. Rammala quotes Marchesi and Martin (2002), who conducted a research regarding social class in Spain and the results revealed that one's results and expectations in the future are better if they belong to a higher social ladder. Similarly, in America research indicates a high correlation between low school achievement and socio-economic background. Lower economic brackets exist between families with highest poverty and unemployment rates. Education failure is legitimised by inherent inferiority where there is high illiteracy rate, poor hygiene and lack of middle class child rearing practices especially among parents, all of which are viewed as a manifestation of poverty (Rammala, 2009 pp.14).

### **2.2.7 Unemployment of Parents and academic performance**

Nutritional deficiencies in early childhood are associated with poor cognition in later years where chronic deficiency of iron, zinc and intake of vitamins are lacking, which is dependent on psychosocial adversity. Most of the parents in the rural areas are single, illiterate, and unemployed thus might be unable to provide their families with a balanced diet. High unemployment rates of 62.02% in the rural cluster of Malepo/Maja/Chuuene in Polokwane Municipality (South Africa), poses malnutrition threat to the learners at school hence low academic performance (Rammala, 2009).

### **2.2.8 Home Environment and academic performance**

The child is not only the product of his genetic makeup but also the environment in which he is raised. Du Toit (1994), as quoted by Rammala in 2009, believes that there is a strong link between school performance and the socio-economic status of the family. Rammala also quotes Odensnic (1988) who observed that educational disability is found among socially and economically disadvantaged groups thus children growing up in such deprivations are likely to show some cognitive retardation.

Pupils who are not provided with breakfast in the morning were less alert and had low concentration span thus were not actively involved in the lessons and this affected their academic performance (Etsey, 2005 pp. 29). Majority of the pupils were also not provided with personal effects like school uniform, school bag, books, pencils, rulers and pens. These deprivations made them onlookers or bystanders as they could not do any assignments or

exercises in school. In addition, lack of adequate learning materials like textbooks meant that pupils were handicapped with respect to grasping the content taught and completing class exercises and assignments and acquisition of vocabulary and the result was low academic performance.

### **2.2.9 Parent-Teacher Relationship and academic performance**

Etsey (2005) noted that few parents had personal interactions with their children's teachers especially in the low achieving schools. The limited interaction meant that pupils were not alert as they knew their parents would not enquire on their performances at school. Such parents knew nothing about what was happening in schools regarding their children. As such they could not provide the much needed guidance and help to make their children's performance improve.

### **2.2.10 Family size and academic performance**

The family is the primary socializing agent of which a child is a member since it is in the family that child is born. Family size is the number of children in the reference family thus the larger the number of children the less the attention and devotion of each child by the parents and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this austerity period when prices of food and commodities have skyrocketed. The smaller the family the better is the 'rule'.

The position one occupies in a family equally plays a significant role in his development and academic achievement. Generally the first child enjoys most particularly among the middle class and the 'rich' since the parents are excited and determined to give them all they need. They are overly protected and have a tendency to become spoilt due to the type of family they come from. As a result some end up having low academic excellence. In a few cases this is the contrary in that the first born labours seriously to achieve academic excellence hence pave way for those behind them. The last born are generally 'rotten' in that they are adequately provided for not only by their parents but also by their older siblings. The mere fact that their older sibling succeeded blindfolds them to the extent that they themselves may not work hard but are relaxed by their elders' achievements. (Asikhia, 2010 pp.229).

### **2.2.11 Excessive home chores and academic performance**

Some learners are overburdened with domestic chores at home leaving little or no time for study. Where parents work far away and only come home late or on weekly/monthly basis, learners are expected to return from school, clean the house, cook supper, and take care of their young siblings. They assume the roles and responsibilities of their parents leaving them with little or no time for study. Often after these excessive chores, they are tired and cannot find the energy or enthusiasm for school work (Rammala, 2009 pp. 100).

### **2.2.12 Illness in the family and academic performance**

Long illnesses cause children to be in and out of school frequently. Yet most schools do not have a system of helping learners keep abreast with work done in their absence. Gaps develop and the learner now has difficulty coping (Rammala, 2009 pp. 99).

## **2.3 School Related Factors and Academic Performance**

Fuller (1987), considered more than 50 empirical studies and concluded that the school institution exerts a greater influence on achievement within the developing countries as compared to industrialised nations. Colclough & Lewin (1993); Eshiwani (1993); Thompson (1981); Njeri & Orodho (2003), collectively say that school-based factors influence quality of education. Learning materials as well as physical facilities are viewed to be of critical importance in determining the quality of a school especially as judged by achievement of learners in national examinations. The learning materials include the instructional resources, instructional supervision and the school management (Republic of Kenya, 1998; Mambo, 1992; Eshiwani, 1993).

### **2.3.1 Physical facilities and academic performance**

Physical facilities have a direct bearing on a good performance among students in developing countries (Ayoo, 2000). Fuller (1985) found out that desks, instructional materials especially textbooks, school library activities and school administration are consistently related to achievement. Eshiwani (1993) observed that the level of material input allocated to schools per student and the level of efficiency with which a fixed amount of material input are organised and managed does influence student achievement. Consequently, the quality of

instructional process experienced by each student therefore determines the school quality. Mwamwenda and Mwamwenda (1987), as quoted by Ayoo (2000) and Ileri (2007), conducted a research/study on the effects of physical facilities on performance of standard seven pupils in examination in Botswana. The study established that availability of facilities had a direct link with performance of pupils' examinations.

Republic of Kenya (1997) as quoted by Ileri, stipulates that physical facilities have a bearing on quantitative growth and quality education. Certain minimum class space per pupil and other requirements like furniture, toilet facilities and recreational grounds are a pre-requisite for quality education. Ileri also quotes Nguru (1986) who observed that crowded classes make it difficult for children to write while teachers find it difficult to move around to help the needy learners or mark learners' work while the lesson goes on. Gakuru (1986) points out that teachers work comfortably in lockable classrooms as they can leave their teaching/learning aids in class without fear of damage or theft hence they do not have to take them after the lesson. Lack of libraries was responsible for declining standards of English (Republic of Kenya, 1999). A study by Eshiwani (1983), in Western province of Kenya on factors affecting performance pointed out that schools that had the best facilities like libraries and playing fields; among others, were among the high achieving schools in that those that had inadequate facilities performed poorly in national examinations. The study concluded that the presence or absence of school facilities distinguished between high and low achieving schools.

Ersen (1985) as quoted by Ileri said that school compounds frequently lack space for recreational use and for teaching practical and technical subjects such as Agriculture. The communities too interfere with the schools making it easy for them to suffer from the hands of the politicians and community leaders.

Rammala (2009) notes that most schools are still without adequate facilities including furniture, textbooks, classrooms, toilets, water and electricity. Classrooms are overcrowded; many learners are cramped into them and teachers are left with only small spaces to teach in front of the chalkboard hence movement around the classroom is virtually impossible and so individual attention of learners is difficult to accomplish. The learners thus have very little or no contact at all with the teacher during the lesson and in such a case teaching methodology is often rigid and inflexible allowing little or no learner participation.

Even where classrooms exist there is inadequate supply of desks/chairs for the learners as some have to stand throughout the lesson or sit on the floor. Long standing periods make them become uncomfortable, fidget and destruct others while those sitting on the floor are

unable to see the chalkboard clearly as the desks obscure their view. Some schools are without running water thus learners have to leave school compound to seek neighbouring homes for drinking water. In others, toilets are non-existent, blocked or non-functional and neighbouring homes are very often disturbed by a constant flow of learners and educators looking for toilet facilities (Khoza, 1997).

Rammala (2009) also says that absence of electricity hampers use of audio-visual equipments for learning or they cannot afford to purchase electronics to facilitate learning. Libraries are full of old, outdated, discarded textbooks which are no longer in use and where buildings are inadequate, it is a luxury to allocate a room to be utilized as a library.

### 2.3.2 Instructional materials and academic performance

The availability of teaching and learning materials makes a difference in the achievement of the learners. Court and Ghai (1986) as quoted by Ileri found that distribution of resources such as textbooks and equipment account for scholastic difference among schools. Most important, instructional materials with a significant influence in the teaching and learning process are textbooks and other reading materials (Psacharopoulos and Woodhall, 1985; Fuller, 1985). Learning would be passive if learning resources are not incorporated effectively, organised and exploited in the learning process.

Eshiwani (1988) indicates that most schools which perform poorly spend less money on the purchase of teaching and learning resources. Availability of adequate relevant textbooks makes the teaching task easy. Hynmen (1981) as quoted by Ileri found that there is a more and stronger consistent relationship between students' achievement and availability of textbooks. Eshiwani (1996) reports that the availability of books enhances achievement of students in problem solving while Maengwe (1986) observes that the use of readers enabled all learners to read and this contributed to their impaired composition writing and thus boosting their performance. With availability of textbooks and learning materials, teachers and pupils are forced to apply more active teaching and learning methods. Students are encouraged to look for solutions by themselves instead of reading readymade answers (UNESCO, 2001).

Studies conducted in Nicaragua, the Phillipines and Brazil have also documented the important positive effects on students' learning with increase access to textbooks (Jammison, 1981; Hynmen, 1984; Armitage, 1986). In Phillipines, Hynmen (1984) evaluated a textbook programme which was introduced to improve the national level of academic achievement

among students in three subjects where the ratio of students per book was reduced from 10:1 to 2:1 and there was marked improvement in performance in the three subjects. This study concluded that there is a reasonable impact of textbook availability and the students' achievement. Fuller (1987) observed that out of the twenty four studies carried out after 1970, availability of textbooks contribute significantly to student achievement. Equally, evidence reveals that textbook quality is poor thus they are often too difficult to use at the level they are aimed (Cope, 1989 as quoted by Ileri) and for this reason, they may often have far less impact than intended. Therefore, it is not only important to improve quantity but the quality of textbooks as well (Colclough and Lewin, 1993).

### **2.3.3 Inadequate guidance and life skills education and academic performance**

Rammala (2009) also notes there is hardly adequate time for guidance, counselling and life skills education which is much needed to direct learners on the fundamentals of learning. In most schools guidance periods are still used as free periods or as periods to catch up on work in other examinable subjects. Although curriculum 2005 accords life orientation an equal weighting in terms of notional time as other examinable subjects, guidance has a maximum of two lessons per week compared to others with six to eight periods weekly. Moreover, most schools still lack adequate trained teachers who can offer guidance in terms of study methods and study skills. Learners with special needs such as learning problems and poor reading skills are not catered for.

### **2.3.4 Class size and academic performance**

Class sizes also determine academic performance and studies have shown that schools with smaller class sizes perform better academically than classes with larger class sizes. Etsey quotes Kraft (1994) who observed in his study of ideal class size and its effects on effective teaching and learning in Ghana and concluded that class sizes above forty have negative effects on students' academic achievement. Children do not only have differences in motivation, interests and abilities but also in health, personal and social adjustment and creativity thus good teaching is done best in classes with smaller numbers that allow for individual attention.

### **2.3.5 The School Location and academic performance**

Where the school is located determines to a very large extent the patronage such a school shall enjoy. This according to Isangedighi (1998) is the learner's environment mismatch and it promotes poor academic performance.

Learners sometimes go out of the school premises to buy snacks. It may not be possible to follow them into the nearby businesses, some of which are liquor and drug outlets. Indiscipline learners are likely to have a tendency to go for the liquor or drugs.

Some of the learners spend more time in toilets which makes one suspect that they might be doing some unacceptable things like smoking (Rammala, 2009 pp. 66).

### **2.3.6 Abolition of Corporal Punishment and academic performance**

Lack of corporal punishment in schools and the misunderstanding of rights due to the new found democracy causes confusion with what constitutes a right or a privilege for children. Some of the parents have allowed their children to do as they please and the end result is violating parental rights (Rammala, 2009 pp.68).

### **2.3.7 Inability to complete syllabus**

Pre-knowledge always forms the background or basis on which new knowledge is built. Problems in higher classes are caused by non-completion of syllabi in lower levels. These create gaps in education and learning hence poor academic performance (Etsey, 2005).

## **2.4 Pupil Related Factors and Academic Performance**

Pupil related factors have been discussed under the following sub-titles:

### **2.4.1 Lack of student discipline and academic performance**

Legotto, Maaga and Sebege (2002) noted that student discipline was a major cause of poor performance. Educators argue that some learners are ill-disciplined and difficult to work with hence the sour relationship between educators and learners. As a result the learners become uncontrollable in the classroom where some of them intimidated educators as well as other



learners. Such learners deliberately ignored instruction from educators, left classrooms during lessons, came to school late and disappeared before time. When asked to do something in class, they protested and refused to carry out instruction. Most students abuse the so-called 'rights' and they lack respect for the teachers, chuck them out of the class making them lose alot. Teachers therefore spend more time on learners' discipline issues while the learners themselves neglect their schoolwork until the last minute when they rush on their work.

#### **2.4.2 Lack of commitment and academic performance**

This came as a result of the increasing learners' disruptive behaviour. Learners sometimes ignored instruction of educators and promoted a culture of 'no work'. Some learners were more concerned with political activities or were leaders of organizations outside the school while others were demotivated because they did not have educators and books even if they wanted to study and the value of education might be on the decline as lack of job opportunities and high rates of unemployment among the educated is demotivating learners. (Rammala, 2009).

Some learners give more time to fun and play than their studies. They only study in class and when they go back home they just play and forget their books. They run around the streets and go back home late to eat and sleep. The result is that they go school the next day without homework or revising what they learnt. They end up coping from friends giving the teacher the impression that they know the work .Most schools have no study periods, therefore studies should be done at home.

#### **2.4.3 Individual differences and academic performance**

Children differ from each other in the way they manifest various personality characteristics, some of which may result in underachievement. Rammala quotes Tlale (1991 pp.18); and Kapp (1994 pp.151) who say that researchers are of the opinion that underachievers usually reveal a negative self concept thus underachievement should be seen as a cause and effect rather than an associated event . An authoritarian style of education by parents and excessive criticism from parents and educators further compounds the problem causing the child to have a negative self image.

#### **2.4.4 Over-anxiety or fear of failure and academic performance**

Over-anxiety or fear of failure may also inhibit academic achievement by bringing negative effects which may deter thinking. It also prevents them from attempting to cope with learning experiences even though they may be within their capabilities. Anxiety originates from feelings of guilt and aggression which may be traced back to unrealistic demands parents place on the children and which they cannot fulfil (Kapp, 1994 pp. 150). 'Fear of success' can have adverse effects due to societal influences and peer pressure while social and cultural demands may conflict seriously with the ability and need to attain high achievement, such as among girls in a society that looks at women as subordinates.

Rammala quotes Khoza (1997) who observed that peer pressure has negative influences where one struggles to conform so as to be liked and accepted thus adopts things they actually disapprove of. For instance, truancy at school or underperforming to gain peer acceptance especially where high achievers are referred to as 'nerds'.

#### **2.4.5 External 'locus of control' and academic performance**

This is when a child attributes all that happens to someone or something else and therefore perceives those factors as not under his control as Rammala quotes Tlale (1991). Underachievers blame others and everything else for their failure as they look outwards for reasons and once they refuse to take responsibility for their actions they will do nothing about it. Rammala (2009) observes that many South Africans tend to blame apartheid and other circumstances for their failures, lack of skills and economic status and children have copied the same. Furthermore, lack of motivation, misbehaviour and defiance, which evoke displeasure and punishment from parents and teachers negatively affect scholastic performance. Such children are ignored or continually punished.

#### **2.4.6 Truancy and academic performance**

This is the practice of staying away from school without permission (Oxford Advanced Learners Dictionary 7<sup>th</sup> Edition). It has been cited as a major contributor to scholastic performance. It mainly occurs due to peer pressure, school phobia or even parents or family situations. Consistent absence from school forces development of gaps hence it becomes more difficult to catch up on their studies and vicious cycle continues (Etsey, 2005).

#### **2.4.7 Lateness and absenteeism and academic performance**

According to Etsey (2005) lateness is a common problem among pupils though it did not significantly contribute to performance in both high and low achieving schools in Ghana's Shama Sub-Metro region. Similarly, absenteeism has drastic effects as those who were regularly absent from school showed poor performance. Lateness and absenteeism and irregular school attendance leads to difficulty in understanding when having own studies on content/knowledge missed. Thus assignments and exercises were not properly and correctly done and the consequence was low academic performance (Etsey, 2005 pp. 27).

#### **2.4.8 Language use and academic performance**

Use of local language as a medium of instruction translates into lack of adequate vocabulary in English which affects pupils' assignments and exercises usually done in English language. This ultimately affects academic performance (Etsey, 2005 pp.27).

#### **2.4.9 Peer group influence and academic performance**

As expressed by Asikhia (2010), peer group means a group of equals. Adolescents do not only take solace in interacting with their peers but also have tremendous influence on the adolescents' pattern of behaviour especially on their interests, expressions, attitudes, value system, emotional expressions as well as interaction patterns. However, their norms or standards in many cases may run afoul of that of the community or society at large. Thus, when the adolescents fall into bad groups, family background notwithstanding, chances are high that social behaviour would change for bad rather than for good and so is academic performance (Asikhia, 2010 pp. 235).

#### **2.4.10 Drug and substance abuse and academic performance**

Drugs change the way the brain normally functions and interfere with the ability to learn. Some drugs are associated with impairment of the cognitive functioning and this can result in drug users having trouble paying attention in class, understanding, undertaking, assigned work and remembering what the student learned and read in class. Drugs increase the potential to act-out in class, aggression and violence and disciplinary problems. All these contribute to underachievement (Agymen, 1993, Neagley & Evans, 1970).

#### **2.4.11 Poor study methods and academic performance**

Rammala (2009), also noted that learners do not know how to go about their studies. They have improper time allocation, wrong study techniques, lack knowledge memory techniques and have poor exam writing skills. All these amount to dismal performance.

#### **2.4.12 Teenage pregnancy and academic performance**

It is a source distress to many parents as well as learners. Although South African school Act allows pregnant learners to attend school, the problem of young girls having to cope with dual responsibilities as learners and mothers is quite difficult especially where nobody in the family is unable to help with looking after the baby .Moreover, they may not afford day care due to poverty. All this amounts to poor academic performance (Rammala, 2009 pp. 98).

#### **2.4.13 Compulsion to drop out of school and academic performance**

Some learners are caught in between deciding whether to stay or leave school due poverty hence cannot give their best in learning. It is difficult to convince learners to remain in school especially in situations of failure in school and difficult circumstances at home pose a great argument for these young people who want to give up school and join the labour force (Rammala, 2009 pp. 99).

### **2.5 Teacher Related Factors and Academic Performance**

Most of these factors determine the teachers' performance as they carry out their daily activities in the school and generally the academic performance of the pupils. They include:

#### **2.5.1 Teacher's academic/professional qualifications and academic performance**

Agyemen (1993) as quoted by Etsey in 2005 reported that a teacher without academic qualifications would undoubtedly have a negative influence in teaching and learning of a subject. On the one hand, working under unfavourable conditions would make the teacher less dedicated thus be less productive despite the academic and professional qualifications held.

Adeyemo (2005) remarks that no profession in Nigeria suffers reversal of fortune than teaching and this has affected commitment expected of teachers. Thus the quality of service rendered by unmotivated teacher affects academic achievement of learners.

### **2.5.2 Supervision of instruction and academic performance**

Etsey also quotes Neagley and Evans (1970) who were both of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedane and Edjah (2004) in a study of 60 schools (29 - urban and 31-rural) in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work.

### **2.5.3 Motivation and academic performance**

Etsey quotes Young (1988) and Lockhead et al (1991) whose studies found that motivation, job satisfaction, professional commitment and salary earned contributed to academic performance in the USA. Hence poor remuneration brings about dissatisfaction and discouragement among teachers thus under-teaching and application of poor teaching methodology, which contributes to underachievement.

### **2.5.4 Availability and use of teaching-learning resources and academic performance**

The availability and use of teaching and learning materials affects the effectiveness of a teacher's lesson. Broom (1973) as quoted by Etsey said that creativity in the use of a variety of teaching and learning resources increases the probability that a student will learn more and retain better what they learn and improve the performance on the skills that they are expected to develop.

### **2.5.5 Incidence of lateness and academic performance**

Etsey (2005) in his study which involved a total of 491 pupils from low and high achieving schools in Shama Sub-Metro region of Ghana found that teachers in the former came to school late while those in the latter came early and stayed longer hence would have adequate time to cover the subject content in time.

### **2.5.7 Incidences of absenteeism and academic performance**

A total of 476 pupils were used in the study and it was found that 59.9% of the teachers from low achieving schools and 80.9% of teachers from high achieving schools came to school every day. Thus teachers in high achieving schools were more likely to be present and not absent from school than those from low achieving schools (Etsey, 2005 pp.11). Therefore, learners from high-achieving schools cover more content which influences their academic performance positively.

### **2.5.8 Teacher's methodology and academic performance**

Osokoye (1996) says that it is the strategy or plan that outlines the approach that the teacher intends to take in order to deliver the desired objectives; that is, the way the teacher organises and uses techniques of subject matter, teaching tools, and teaching materials to meet the stated objectives. When evaluating a lesson, sometimes learners are unable to carry out behavioural or instructional objectives and most teachers blame them but the former needs to point accusing fingers on themselves and consider appropriate teaching material, methods and intensive research on the topic.

### **2.5.9 Classroom management and academic performance**

This is the process of designing and maintaining any setting in which pupils work for the purpose of accomplishing pre-determined goals (Asikhia, 2010). Poor classroom management influences academic performance negatively.

### **2.5.10 Teacher efficacy and academic performance**

Bandura (1986), characterised self efficacy as the extent to which individual teachers believe they can organise and execute actions necessary to bring about desired outcome. Richardson quotes Ferguson (2003); Gordon (2001) and Scharlach, (2008) who say that teachers who lacked high efficacy qualities had low expectations of students when things do not go on as planned and had a negative outlook about students learning and their behaviour. Efficacious teachers are dedicated and committed to student learning. They also do not allow racial or ethnic stereotypes or personal biases to interfere with educating students. They have caring

and nurturing interactions with their students thus providing them with the ideal environment for them to do extremely well (Richardson, 2011 pp. 55).

### **2.5.11 Use of language in teaching and academic performance**

Etsey (2005), observed that teachers in the high achieving schools in the Shama Sub-Metro region of Ghana, used English language as the medium of instruction more regularly where as those in the low achieving schools mixed English and the local language. Yet textbooks and examinations are written in English as the same is the only official language.

## **2.6 Literature Review Summary**

Research indicates that school environmental factors, parental, pupil, and teacher factors affect learners' academic achievement both positively and negatively, in the developed as well as the developing countries. However, the effects are adversely felt in the latter. It has been proved that these variables determine the quality of schools since they influence the quality of learning that each pupil undergoes as well as effective curriculum implementation process hence their improved academic achievement. Therefore, the developing world should prioritise availability of the same so as raise learners' performance and educational standards in general.

## **2.7 Conceptual framework**

The Conceptual framework is developed from a simple relationship between academic performance as the dependent variable and the school, parental, teacher and pupil related factors as the independent variables. Similarly, there are moderating and extraneous factors. All these are pertinent in their perfect combination for academic achievement.

**Figure 1: CONCEPTUAL FRAMEWORK**

**Independent variables**

**School-related factors**

- Infrastructure.
- School community.
- Learning Resources.

**Teacher-related factors**

- Preparation.
- Teaching Methodology.
- Classroom Management.
- Communication.

**Pupil-related factors**

- Concentration
- Commitment
- Discipline

**Parental-related factors**

- Cooperation
- Provision of basic needs
- Level of education
- Social economic status

**Moderating factors**

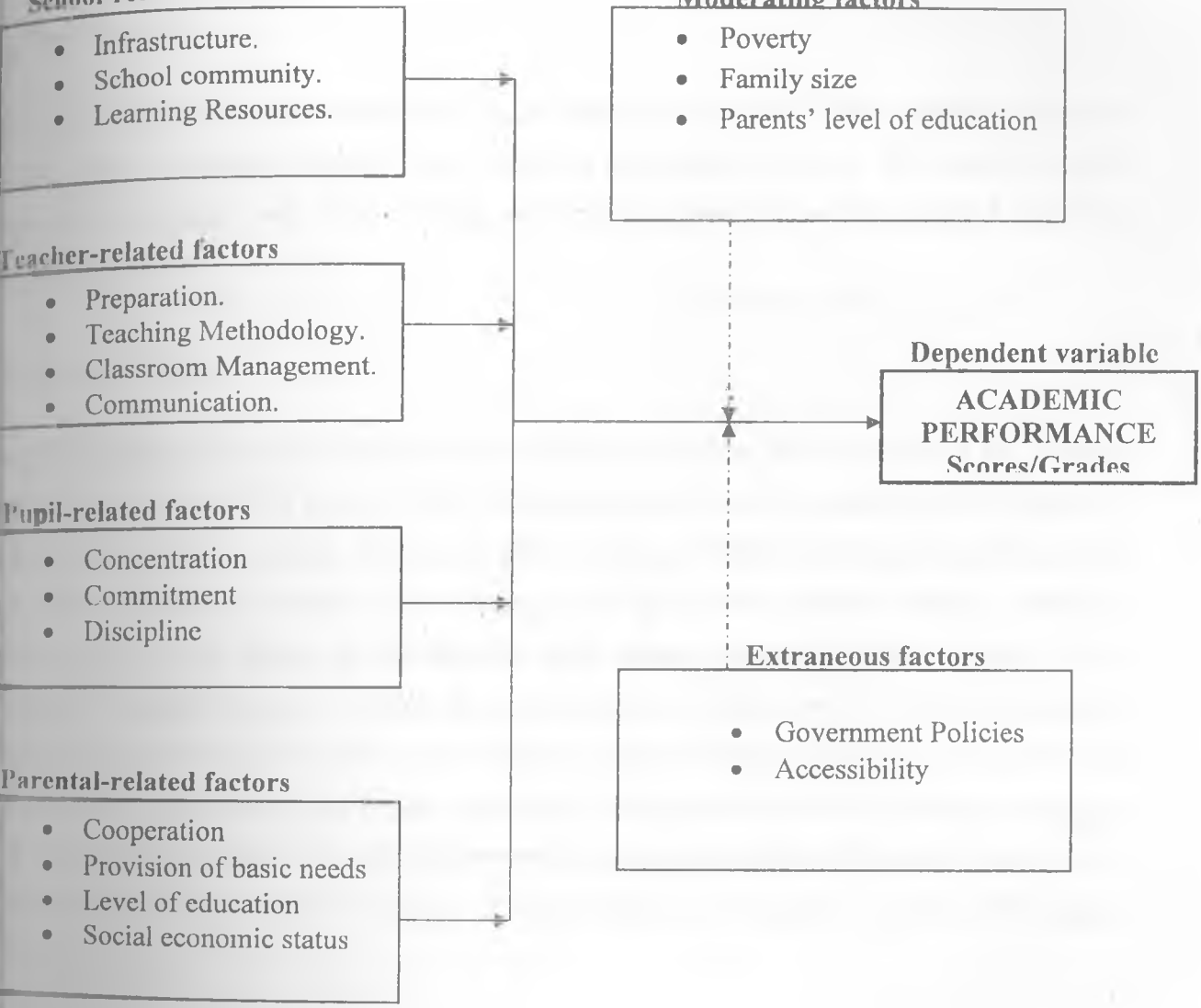
- Poverty
- Family size
- Parents' level of education

**Dependent variable**

**ACADEMIC PERFORMANCE**  
Scores/Grades

**Extraneous factors**

- Government Policies
- Accessibility





## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

Here, the processes and strategies used in the study are discussed. They include: research design, target population, sample and sampling procedures, rationale for sample relation, research instruments and their validity and reliability, data collection procedure and data analysis procedure.

#### 3.2 Research design

Research design refers to that part of research plan that indicates how cases are to be selected for observation (Kombo & Tromp, 2006). This research employed descriptive survey because it is a post facto study to explain the state of affairs existing. Studies on descriptive survey show that it is an appropriate method for collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues (Kombo & Tromp, 2006). It is a systematic empirical inquiry in which the researcher has no direct control of the independent variables because the manifestations have already occurred or because they are inherently not manipulable. Additionally, this design can employ both quantitative and qualitative studies as well as probability sampling. Inferences about relations among variables are made without direct intervention from concomitant varieties of independent and dependent variables (Kerlinger, 1992).

#### 3.3 Target Population

This study targeted 46 public primary schools, one community school-Daku Community primary school and one private primary school-St. Anne's Academy, in Wundanyi Division, Taita-Taveta County; all the head-teachers of these schools as well as the class eight teachers and all the pupils in class eight in the same schools.

### 3.3 Sample size

The sample size consisted of fourteen schools out of the 48 targeted primary schools in Wundanyi Division, Taita-Taveta County. The fourteen schools were randomly sampled based on the 2007-2011 K.C.P.E. performance: the best and the worst in performance. All these schools are public primary schools. Fourteen head-teachers, thirty one teachers teaching class eight and 229 pupils were the units of analysis and questionnaires to be answered. One of the schools was used for piloting : that is, one head-teacher, three class eight teachers and thirty class eight pupils. The class eight teachers were picked since they have daily contact with the pupils. A sample was chosen from a given finite population (N) such that the sample proportion (P) was arrived at using the formula:

$S = X^2NP (1-P)/ d^2 (N-1) + X^2P(1-P)$  according to Krejcie and Morgan (1970) as quoted by Mureithi (2010, pp. 21).

Where;

S = Required sample size

N = given population size

P = Population proportion, which has been assumed to be 0.5; as this magnitude yields maximum possible sample size required.

d = the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of sample proportion P about the proportion P- the value of d being 0.05 in the calculation for entries in the tables , a quantity equal to plus or minus 1.96

$X^2$  = The value of chi-square for one degree of freedom relative to the desired level of confidence, which is 3.841 for the 0.95 tables.

Thus,

$$\begin{aligned} S &= 3.841 \times 48 \times 0.05 (1- 0.5) / 0.0025 \times 47 + 3.841 \times 0.5 \times 0.5 \\ &= 13.914566 \\ &= 14 \end{aligned}$$

Selection of pupils was through simple random sampling; where a list of their names was obtained and numbers assigned to them considering gender and vulnerability. Incase of double streams, stratified random sampling was applied to give each stream a chance of being

represented in the sample. Class Eight pupils participated since they have been in the school for a longer period therefore could report adequately on their experience with all the four variables.

**Table 2.1 Schools and number of Class Eight pupils**

<b>Name of school</b>	<b>Number of pupils in class eight</b>
Ngururu	91
Mbauro	46
Mlawa	39
Mghambonyi	74
Maghimbinyi	56
Kimangachughu	22
Ngolia	37
Sangenyi	46
Kishushe	83
Ngongodinyi	46
Mlilo	19
Paranga	43
Nyache	54
Kitumbi	31
<b>Total</b>	<b>687</b>

Source: Wundanyi Education Office

### 3.4 Research Instruments

Data for this research was gathered through the use of questionnaires, interview schedule.

#### 3.5.1 Questionnaires

These were self designed questionnaires to be filled in by the head-teachers, class eight teachers and class eight pupils. They have different sections.

The first set is the questionnaire for the head-teachers. It consisted of part A to E. Part A concerned background information of the school; part B had details of K.C.P.E. performance in

the last five years; part C comprised information on teachers' academic and professional qualifications, total number and years of experience; part D established the available physical resources and part E had the information on the instructional materials.

The second set was the questionnaire for pupils in only two sections. Part A concentrated on biographical and home characteristics from which the pupils come from while part B had details with the physical facilities and learning resources in the school.

The third set was a brief questionnaire for the class eight teachers mainly relating to their daily interactions with the pupils and the school community.

### 3.5.2 Interview schedule

A set of oral questions was used to find out more about the state of affairs. The respondents consisted of a few teachers, pupils, parents and education officers.

## 3.6 Validity and Reliability of Instruments

Validity refers to the measure of how well a test measures what it is supposed to measure (Kombo & Tromp pp. 97). In research it is taken to mean the extent to which the instrument covers the objectives. To determine validity of instruments, a pilot study was conducted in one of the schools where the instruments were administered to one head-teacher, class eight teachers and thirty class eight pupils. The questionnaire had also been submitted to the supervisor as a specialist for scrutiny in order to determine face validity.

Reliability is a measure of the degree of consistency demonstrated by results of a test (Kombo & Tromp pp. 97). Kerlinger (1986) sees reliability as the relative absence of errors of measurement in an instrument. It is thus the consistency of a research instrument in producing the expected results. To determine the reliability of the research instruments, the researcher applied the split-half method during the pilot study; where the questionnaire were separated into two sets using the odd-numbered questions for one set and even-numbered questions for the other set (Nachmias & Nachmias, 1996). Each set of questionnaire was treated separately and scored accordingly; then correlated and the correlation co-efficient obtained and adjusted using the Spearman-Brown prophesy formula:

$$r_{xx}^1 = \frac{2roe}{1 + roe}$$

Where;  $r_{xx}^1$  = Reliability of the original test

Roe = The reliability co-efficient obtained by correlating the scores of odd statements with the scores of the even statements

### 3.7 Data Collection procedures

Before actual research was carried out, permission was sought from Wundanyi Education Office and copies of the research permit disseminated to the headteachers of the respective schools. The Head-teachers of the sampled schools were contacted well in advance. The researcher then visited the schools with the main purpose of creating a rapport with the head-teachers, teachers and pupils who were the main respondents in the study. Finally, administration of the research instruments was done.

### 3.8 Data Analysis

This is the process of reducing data to manageable units using statistics as the tools while measuring the relationship between sets of data or making inferences about a set of data. It ensures that the results from the research instruments are edited to reveal preliminary errors. These errors were corrected before any statistical computation was done. The data collected was coded and tabulated using frequencies ( $f$ ), percentages (%) and tables. Descriptive statistics was used to explain simple relationships between independent variables (School, parental, teacher and pupil related factors) and academic performance of pupils in K.C.P.E. examination. Karl Pearson Correlation Coefficient was used to indicate the degree and nature of relationship between the variables. The T-test was used to obtain the statistical relationship for the different ratios of resources available and student's performance. This was facilitated by utilization of the programme contained in the SPSS (Statistical Package for Social Studies).

### 3.9 Ethical considerations

The questionnaire was provided with an explanation informing the respondents that filling in the questionnaire was voluntary and only for the stated purpose of identifying determinants of academic performance hence benefit them and future generations. The respondents were assured that their responses would be treated with confidence and that they would be used for the study only hence they were advised not to indicate their names.

Table 3.1 Operationalization of variables table

OBJECTIVE	INDICATOR	MEASUREMENT	DATA COLLECTION METHOD	SCALE	TOOLS OF ANALYSIS
<p><b>Independent variable</b> School related factors:</p> <p>Physical facilities (classrooms, playgrounds, T/Learning resources, Library, Administration block) Discipline</p>	<p>Adequate</p> <p>Strong</p> <p>Weak</p> <p>School rules</p>	<p>Present/Absent</p> <p>Permanent/Temporary</p> <p>Shared</p>	<p>Observation</p> <p>Questionnaires</p> <p>Oral interviews</p>	<p>Ordinal</p> <p>Nominal</p> <p>Interval</p> <p>Ratio</p>	<p>SPSS</p>
<p><b>Independent variable</b> Teacher related factors:</p> <p>Attendance,</p> <p>Professional/academic qualifications (trained/untrained),</p> <p>Motivation,</p> <p>T/Learning resources,</p> <p>Language of instruction</p>	<p>Gender parity,</p> <p>Professional records;</p> <p>Teaching approaches;</p> <p>Subject panels;</p> <p>Curriculum</p>	<p>Availability;</p> <p>Adequacy</p> <p>H/teacher's reports</p> <p>Quality;</p> <p>Efficiency/effectiveness;</p> <p>Supervision</p>	<p>Questionnaires</p> <p>Observation</p> <p>Oral interviews</p>	<p>Ordinal</p> <p>Nominal</p> <p>Ratio</p> <p>interval</p>	<p>SPSS</p>

<b>Independent variable</b>					SPSS
Pupil related factors:					
Commitment;	Attendance;	Attendance register;	Questionnaires	Ordinal	
Study methods;	Class/homework;	Progress records;	Observation	Nominal	
Discipline;	Class participation;	Report cards/books;	Oral interviews	Ratio	
Media of communication	Assessment;	Good/bad			
	School rules				



<p><b>Independent variable</b> Parental related factors:</p> <p>Socio-economic status;</p> <p>Leadership styles;</p> <p>Family size</p>	<p>Parents' meetings;</p> <p>School management committee;</p> <p>Parents' representative</p> <p>Monitoring &amp; evaluation by parents</p> <p>Collection of report books</p>	<p>Minutes of meetings;</p> <p>Overall school reports by parents;</p> <p>Termly reports</p>	<p>Questionnaires</p> <p>Observation</p> <p>Oral questions</p>	<p>Ordinal</p> <p>Nominal</p> <p>Interval</p> <p>Ratio</p>	<p>SPSS</p>
<p><b>Extraneous variables</b></p> <p>Inevitable factors that influence academic performance:</p> <p>Government policies;</p> <p>Infrastructure</p>	<p>Documented education policies;</p> <p>Syllabus;</p> <p>Timetable;</p> <p>Circulars from the Ministry</p>	<p>Adherence/non-adherence</p>	<p>Questionnaires</p> <p>Observation</p> <p>Oral interviews</p>	<p>Ordinal</p> <p>Nominal</p> <p>Ratio</p>	<p>SPSS</p>

<p><b>Moderating factors</b>  Factors indirectly influencing academic performance:</p> <p>Poverty;</p> <p>Family size;</p> <p>Level of education</p>	<p>% of Poverty level;</p> <p>Ability to follow up their children's progress;</p> <p>Provision of basic needs</p>	<p>Meals per day</p> <p>Average income</p>
--	---	--

Observation

Questionnaires

Oral interviews

Ordinal  
Nominal  
Ratio  
Interval

SPSS

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter analyses and presents findings of the study based on the data collected using the questionnaires for the headteachers, class eight teachers, class eight pupils as well as the oral interviews.

#### 4.2 Questionnaire Return Rate

Of the fourteen sampled headteachers, all of them fully and completely filled the questionnaires administered to them and so did the class eight teachers and the two hundred and twenty nine pupils from the various schools. The questionnaire return rate was therefore one hundred percent.

**Table 4.1 Questionnaire return rate**

Respondents	Frequency	Percent
Head-teachers	14	100
Class eight teachers	31	100
Class eight pupils	229	100
Total	274	

#### 4.3 Parental related factors

Parents/ guardians influence academic performance of their children in different ways:-

##### (a) Parents' interest in their children's education

The respondents were required to state the interest of their parents or guardians in their education and their ratings are given in Table 4.2 below.

**Table 4.2 Parents' interest in their children's education**

Rating	Frequency	Percent	Cumulative Percent
High	159	69.4	69.4
Average	57	24.9	94.3
Low	13	5.7	100.0

Rating	Frequency	Percent	Cumulative Percent
High	159	69.4	69.4
Average	57	24.9	94.3
Low	13	5.7	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Majority of the sampled pupils' parents, a total of 69.4% have high interest in their children's education while a very small proportion of 5.7% have very low concern over their children's academic performance. These findings leave a lot of questions unanswered regarding the poor performance in the division.

**(b) State of parents**

The questionnaire required the pupils to state whether they had both parents or they were orphaned in one way or the other. The findings are given in Table 4.3.

**Table 4.3 State of parents**

Status of parent	Frequency	Percent	Cumulative Percent
Both alive	177	77.3	77.3
Mother alive	30	13.1	90.4
Father alive	11	4.8	95.2
None alive	11	4.8	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

These responses postulate that, a substantial number of the respondents (77.3%) have both parents alive where as only 17.9% have either parents living and a mere 4.8% have neither parents living.

**(c) Provision of daily requirements**

The respondents were asked to state whether they satisfactorily had their daily requirement (basic needs) and their responses are as tabulated in Table 4.4

**Table 4.4 Provision of daily requirements**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Yes	161	70.3	70.3
No	68	29.7	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Most of the pupils (70.3%) reported that they usually have their daily requirements while 29.7 % did not have. Nonetheless, even those who had them further indicated that they were sometimes inadequate.

**(d) Education of parents/guardians**

Parents' education level influences academic performance (Rammala, 2009; Marchesi & Martin, 2002), school attendance, retention and completion. This study revealed the level of educational attainment of parents and guardians as tabulated in Table 4.5, 4.6 and 4.7 .

**Table 4.5 Father's level of education**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative</b>	<b>Percent</b>
Illiterate	8	3.9	4.3	
Primary	64	30.9	38.3	
Secondary	71	34.3	76.1	
Tertiary	27	13.0	90.4	
University	18	8.7	100.0	
<b>Total</b>	<b>188</b>	<b>90.8</b>		

Findings in Table 4.5 indicate that about a third of the respondents' fathers - an equivalent of 34.3% have attained secondary education while 30.9% have primary education and only 8.7% have university education. Some 3.9% are illiterate and 13% have attained tertiary education.

**Table 4.6 Mother's education level**

Education level	Frequency	Percent	Cumulative Percent
Illiterate	14	6.8	6.8
Primary	71	34.3	41.1
Secondary	90	43.5	84.5
Tertiary	18	8.7	93.2
University	14	6.8	100.0
<b>Total</b>	<b>207</b>	<b>100.0</b>	

Table 4.6 shows that slightly over one third of the respondents' mothers (43.5%) are secondary school leavers while some 34.3% have primary education. Only 6.8% are illiterate and another 6.8% have university education while 8.7% have tertiary education.

**Table 4.7 Guardians' education level**

Education level	Frequency	Percent	Cumulative frequency
Illiterate	2	18.2	18.2
Primary	1	9.1	27.3
Secondary	2	18.2	45.5
Tertiary	2	18.2	63.6
University	4	36.4	100.0
<b>Total</b>	<b>11</b>	<b>100.0</b>	

On the contrary Table 4.7 indicates that slightly over one third of the guardians (36.4%) have University education and 9.1% have primary education. Illiterate guardians, those having secondary or tertiary education constitute 18.2% each.

Thus most parents and guardians are literate yet they do not actively participate in the education of their children.

**(c) Occupation of parents/guardians**

pupils indicated the occupation of their parents / guardians as in Table 4.8, 4.9 and 4.10

**Table 4.8 Occupation of father**

Description	Frequency	Percent	Cumulative percent
Civil servants	21	11.2	11.2
Subsistence farmers	63	33.5	44.7
Casual labourers	22	11.3	56.0
Driver/ conductor	11	5.9	61.9
Religious leaders	5	2.7	64.6
Security officers	7	3.7	68.7
Micro-enterprises	21	11.2	79.5
Hoteliers	5	2.7	82.7
Retirees	3	1.6	83.7
Jobless	30	16.0	100.0
<b>Total</b>	<b>188</b>	<b>100.0</b>	

From the findings in Table 4.8, one third of the respondents' fathers (33.5%) are subsistence farmers relying on rain-fed agriculture which sometimes fails while 16% are jobless and 11.3% are casual labourers.

**Table 4.9 Occupation of mother**

Description	Frequency	Percent	Cumulative percent
Subsistence farmers	76	36.5	36.5
Micro- enterprises	57	27.0	65.3
Civil servants/teachers	18	9.1	72.6
Politicians	2	1.0	73.6
Casual labourers	18	8.7	82.3
House wives	20	9.6	91.9
Jobless	16	7.7	100.0
<b>Total</b>	<b>208</b>	<b>100.00</b>	



The respondents were required to state the occupation of their-mothers too and their responses showed that 36.5% are subsistence farmers, 27.0% are engaged in micro-enterprises and some 9.1% were civil servants or teachers. Only 1% are politicians while 7.7% are jobless.

**Table 4.10 Occupation of guardians**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative percent</b>
Micro-enterprises	2	18.2	18.2
Subsistence farmers	3	27.3	27.3
Civil servants	2	18.2	63.7
Religious leaders	2	18.2	81.9
Casual labourers	1	9.1	90.1
Jobless	1	9.1	100.0
<b>Total</b>	<b>11</b>	<b>100.00</b>	

Subsistence farmers constitute 27.3% of the guardians. Religious leaders, civil servants and micro-enterprise operators make up 18.2% each while casual labourers and the jobless are 9.1% for each.

(1) **Summary of parental factors and their influence on academic performance**

Since parents' level of education, level of income and their interest in their children's education have been found to be of influence to academic performance according to literature reviewed, this study too revealed the same as in Table 4.11

**Table 4.11 Relationship between parental related factors and academic performance**

		Parents interest in education	Level of education	Provision of daily requirement
Parents education	interest			
	in Pearson Correlation	1	.831**	.239**
	Sig. (2-tailed)		.000	.000
	N	229	229	229
Level of education	Pearson Correlation	.831**	1	.212**
	Sig. (2-tailed)	.000		.001
	N	229	229	229
Provision of requirements	daily Pearson Correlation	.239**	.212**	1
	Sig. (2-tailed)	.000	.001	
	N	229	229	229

**Correlation is significant at the 0.01 level (2-tailed).**

There is a positive correlation between the variables; for example there exists a strong positive correlation of 0.831 between parents' interest in the education of their children and parents' own level of education. Therefore, parental related factors determine academic performance of pupils in KCPE Examination as postulated by the hypothesis.

**Table 12: The school Environment**

Item	N	Mean	Std. Deviation	Minimum	Maximum
Number of teachers	14	1.00	.000	1	1
Condition of buildings	14	1.36	.497	1	2
Library facilities	14	2.57	.514	2	3
Classrooms	14	1.71	.469	1	2
Furniture	14	2.57	.514	2	3
Teachers' houses	14	2.86	.363	2	3
Wallcharts / maps	14	2.00	.000	2	2
chalks /dusters	14	1.71	.469	1	2
Globe	14	2.07	.730	1	3
Adequacy of textbooks	14	1.86	.363	1	2
pupil-textbook ratio	14	3.00	.784	2	4
Radio	14	2.00	.000	2	2
Mathematics/science equipment	14	2.00	.000	2	2
Teachers' guides/stationery	14	2.00	.000	2	2
Dictionaries/kamusi	14	2.00	.000	2	2

The small standard deviation or the absence of it in some variables shows great homogeneity in the distribution thus there are inadequate learning facilities, materials and resources in all the sampled schools hence the dismal performance in KCPE over the last five years.

**Table 4.13 Relationship between learning facilities/ resources and academic performance**

Item		library facilities	Stores	classrooms	furniture	Globe	pupil-textbook ratio
library facilities	Pearson Correlation	1	.125	.091	.203	.088	.000
	Sig. (2-tailed)		.670	.756	.487	.765	1.000
Stores	Pearson Correlation	.125	1	-.228	.203	-.322	.191
	Sig. (2-tailed)	.670		.433	.487	.261	.513
Classrooms	Pearson Correlation	.091	-.228	1	.148	.738**	.209
	Sig. (2-tailed)	.756	.433		.613	.003	.473
Furniture	Pearson Correlation	.203	.203	.148	1	.392	.000
	Sig. (2-tailed)	.487	.487	.613		.165	1.000
Globe	Pearson Correlation	.088	-.322	.738**	.392	1	.134
	Sig. (2-tailed)	.765	.261	.003	.165		.647
pupil-textbook ratio	Pearson Correlation	.000	.191	.209	.000	.134	1
	Sig. (2-tailed)	1.000	.513	.473	1.000	.647	

Correlation is significant at the 0.01 level (2-tailed).

N=14

The value of Karl Pearson Coefficient lies between -1 and 1, both values inclusive. The duo are referred to as negative and positive correlation, respectively. In this case, there is a relationship between the learning resources / learning facilities in the schools visited and academic

performance. For example, even though there are classrooms and furniture in all the visited schools, they are inadequate hence a strong positive correlation of 0.613.

**Table 4.14 Learning facilities / resources and academic performance**

	Types buildings	general condition buildings	source of of water	library facilities	Store classrooms	Furniture	chalks /dusters	Globe	pupil- textbook ratio	
Chi-Square	1.143	1.143	1.000	.286	.286	2.571	4.429	2.571	1.857	.571
Df	1	1	2	1	1	1	2	1	2	2
Asymp. Sig.	.285	.285	.607	.593	.593	.109	.109	.109	.395	.751

(a). 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.0.

(b). 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 4.7.

The critical value: tabulated  $X^2$  is 0.05; from the formula  $X^2 = n-1$ , therefore  $14 - 1 = 13$ .

The degree of freedom presented by 13 from the t-statistics, is 22.36. When P-value is 0.05 or less, it is usually regarded as statistically significant. Since calculated value of  $X^2$  is less than 22.36 in all instances above, the null hypothesis (  $H_0$  ) is accepted.

Therefore, school related factors mainly the learning facilities/ resources influences academic performance of learners in KCPE.

#### 4.5 Pupil related factors and academic performance of pupils in KCPE

Learners too have to play a role if meaningful learning has to occur and therefore be translated into academic achievement. The pupils' questionnaire required the learners to give information regarding their use of leisure time, learning resources and home environment, among others.

**(a) Position of pupils in their families**

The respondents were also required to state their position in their families and this is summarised in Table 4.15.

**Table 4.15 Position in the family**

Position	Frequency	Percent	Cumulative percent
1 <sup>st</sup> & 2 <sup>nd</sup> born	102	44.5	44.5
3 <sup>rd</sup> & 4 <sup>th</sup> born	42	18.3	62.8
5 <sup>th</sup> & 6 <sup>th</sup> born	20	8.7	71.5
7 <sup>th</sup> & 8 <sup>th</sup> born	16	7.0	78.5
9 <sup>th</sup> & 10 <sup>th</sup> born	10	4.4	82.9
Last born	38	17.1	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Findings about the pupils' positions in their families revealed that almost half of the respondents (44.5%) are either firstborn or second born while 35.0% are either third, fourth or lastborn. Those who come from large families constitute some 11.4%.

**(b) Adequacy of study time at home**

The questionnaire required the respondents to avail information about their study time and their responses are tabulated in Table 4.16

**Table 4.16 Adequacy of study time at home**

Response	Frequency	Percent	Cumulative Percent
Yes	175	76.4	76.4
No	54	23.6	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

This study revealed that 76.4% of the pupils had sufficient study time at home and a minor 23.6% lacked adequate study time. The latter said that sometimes they go late to school and back home due to long distance thus they are always very tired. They also engaged heavily in domestic chores especially the girls, such as fetching water which is hard to come by more so in

the marginalised areas where they rely on underground or under-sand water many kilometres away from school/home. They also have to carry water to school. Some have no study room/furniture as their homes are only temporary shelters hardly adequate for putting their heads in. Subsequently, they lack a reliable source of power as most of them rely on kerosene and the frequent escalating prices of petroleum products further complicate the issue making it completely unaffordable given that there is no viable economic activity due to persistent drought. Some of them attend to their ailing parents while others lack role models forcing them to make sentiments like, 'nobody in our family has ever made it'.

**(c) Guidance and counselling sessions**

Respondents were also required to specify whether they had guidance and counselling sessions. Their responses are tabulated in Table 4.17

**Table 4.17 Guidance and counselling**

Response	Frequency	Percent	Cumulative Percent
Frequently	83	36.2	36.2
Rarely	140	61.1	97.4
Not available	6	2.6	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Majority of the respondents ( 61.1%) revealed that guidance and counselling sessions are rare in their schools; 36.2% said that they frequently had these services and only 2.6% received no such services at all.

**(d) Rate of textbook provision**

The pupils as well as the headteachers were asked to rate the provision of textbooks . Their responses are summarised in Table 4.18

**Table 4.18 Rate of textbook provision**

Response	Frequency	Percent	Cumulative Percent
Adequate	39	17.0	17.0
Satisfactory	102	44.5	61.6
Inadequate	88	38.4	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Hence, most of the schools (82.9%) have insufficient textbooks in all subjects. As such pupils are unable to complete their assignments/homework/classwork or even revise thoroughly away from school.

**(e) Class roll**

The respondents were also required to give their class roles in order to provide the teacher – pupil ratio. The summary of the findings are given in Table 4.19

**Table 4.19 Number of pupils per class**

Response	Frequency	Percent	Cumulative Percent
Below 30	41	17.9	17.9
30-40	69	30.1	48.0
40-50	114	49.8	97.8
Over 50	5	2.2	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

About 50% of the pupils said there were more than forty pupils per class thus making it impossible for frequent teacher-pupil contact given that the teacher workload is quite overwhelming at more than thirty periods per week.



**(f) Medium of communication**

The medium of communication in school facilitates instruction hence this study sought to find out the common language in school among pupils. The findings of the same are tabulated in Table 4.20

**Table 4. 20 Common language in school**

Language	Frequency	Percent	Cumulative Percent
English	62	27.1	27.1
Kiswahili	12	5.2	32.3
Mother tongue	8	3.5	35.8
Both English & Kiswahili	147	64.2	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Majority of the respondents ( 64.2% ) used both English and Kiswahili as a medium of communication at school while some 3.5% still used Mother tongue, yet all subjects are taught and tested in English and only one in Kiswahili.

**(g) Absenteeism from school**

Regular attendance to school enables the learners to have direct contact with the teacher and likewise listen to instruction. Table 4.21 gives a summary of the respondents regarding absenteeism.

**Table 4.21 Absenteeism from school**

Response	Frequency	Percent	Cumulative Percent
Frequently	29	12.7	12.7
Rarely	91	39.7	52.4
Not at all	109	47.6	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

From the findings, 47.6% of the pupils never miss school while 39.7% are rarely absent from school. On the other hand, some 12.7% of them are frequently absent from school especially in the marginalised areas due to the reasons stated here;

Prolonged drought in the lower zones: since the external funders withdrew from supporting the feeding programme, it has proved extremely difficult to sustain the same thus pupils engage in casual labour, burning and selling of charcoal and firewood, making and selling of clay pots and other handcrafts tens of kilometres away from home. On the contrary, during the wet season they sell vegetables at major market places like Wundanyi about 40 km away yet they walk. Usually there is mass exodus of pupils on market days. They disappear on Wednesday only to be back on Monday the following week.

They also travel long distances in search of water and food and some went visiting their relatives.

In the higher areas where harvesting of timber and poles from eucalyptus for building and construction is a common practice, pupils too are usually absent from school as they go to ferry them to the main road where they are easily picked by the lorries to their final destination. Infact pupils from such areas even know the actual days/dates of such activities.

Some have become scrape dealers picking every piece of metal they set their eyes on including utensils and even chain/barbed wire used for fencing thus insecurity.

Others help their parents their horticultural farms to tend and harvest farm produce including 'miraa' which they supply to the local bars and shops. Some help their parents to take milk to the Brookside processing plant In the lower areas, they tend livestock especially during the dry season when they travel long distances in search of water and pasture as their parents look for food elsewhere. Subsequently, those in the higher zones disappear as early as Wednesday to help their parents prepare their farms, plant and weed in the lower zone of Kishushe, Sangenyi, Daku, and Mbulia in the wet season.

#### **h) Completion of homework/assignments**

The same respondents were asked whether they submitted their work on time .They revealed details as in Table 4.22.

**Table 4.22 Completion of homework/ assignments**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Yes	156	68.1	68.1
No	73	31.9	100.0
<b>Total</b>	<b>229</b>	<b>100.0</b>	

Majority of them (68.1%) revealed that they completed their work due to reasons such as fear of punishment from concerned teachers, adequate time and the fact that it helps them improve their performance.

Slightly less than a third of the pupils (31.9%) never completed their work due to many responsibilities at home (household chores), lateness as a result of insecurity (human-wildlife conflict), unreliable source of power (they use kerosene which is sometimes hard to come by), lack of adequate textbooks and fear to be sent out of school.

Asked to comment on their punctuality to school, their responses revealed that many of them reported to school early but those in the lower zones are disadvantaged by human-wildlife conflict as they have to wait for the elephants to cross before rushing to school especially in the dry season. Sometimes they miss the entire morning lessons and some have lost their lives. In regard to beginning of lessons many of their responses revealed that they started their lessons on time either in the morning or after breaks/lunch except a few times when their teachers had abrupt staff meetings. They rated their teachers as good although some said they had excellent as well average teachers.

**(i) Testing hypothesis:**

There is a relationship between pupil-related factors and academic performance: This as shown in Table 4.23

**Table 4.23 Relationship between pupil related factors and academic performance**

	Adequate study time	Guidance & counselling sessions	common language school	Absence in school	Completion from homework/classwork	of k
Chi-Square	63.934 <sup>a</sup>	118.489 <sup>b</sup>	219.227 <sup>c</sup>	46.148 <sup>b</sup>	30.083 <sup>a</sup>	
Df	1	2	3	2	1	
Asymp. Sig.	.000	.000	.000	.000	.000	

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 114.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 76.3.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 57.3.

The value of chi-square calculated (.000) is less than the critical value (0.05 ) at 1 degree of freedom in all the instances above, therefore the hypothesis is accepted and the conclusion is that pupil related factors determine academic performance.

**(j) Use of leisure time**

The pupils were asked to state how they used their leisure time and some of their responses include the following: visiting relatives and friends, going to the video cafes to watch movies some of which are ponographic, playing, reading story books, assisting with household chores and group discussions among others. Hence, most of them do not use their leisure time meaningfully.

## 4.6 Teacher related factors and academic performance

### (a) Challenges facing teachers

The teachers were asked to state if they experienced any challenges in their day to day handling of the learners and their responses are as indicated in Table 4.24

Table 4.24 Challenges facing teachers

Response	Frequency	Percent	Cumulative Percent
Yes	31	100.0	100.0

All the respondents said they faced many challenges such as:

Uncooperative stakeholders mainly parents and guardians who never turn up even when called due to their children's indiscipline or even to follow up their children's academic progress. Chronic absenteeism leading to low teacher-pupil contact, heavy workload among teachers as a result of insufficient teachers, negative attitude towards education among learners and their parents, lack of interest in education and low motivation among pupils, lack of good role models hence some pupils openly make sentiments like 'nobody in our family has ever finished class eight and proceeded to secondary school', human-wildlife conflict where elephants are a menace. Their presence makes pupils go to school late and leave early or sometimes miss school completely.

There is no medical facility nearby neither are they given hardship allowance yet the schools in the lower zones are located in the most marginalised areas of the division. They also complained about frequent review of the syllabus, indiscipline among pupils leading to loss of valuable time, family discord causing family break-ups hence psychological torture among the learners. Dealing with pupils with special needs is another challenge and only one school has a special unit. Truancy, delinquency, laziness and laxity among pupils, lack of commitment and seriousness, carelessness and forgetfulness, among pupils are other challenges.

Learning differences/disabilities where some are very gifted while others are slow learners; lack of adequate learning facilities and resources; insufficient background knowledge where pupils go to the next level without completing the syllabus or reaching class eight without basic skills of reading and writing and unfriendly learning facilities especially for the special needs.

### (b) Turning in assignments

It is difficult for the teacher to continue with planned work unless previous work or assignment is completed. The respondents were required to state whether they sometimes failed to turn in the same on time and their responses are tabulated in Table 4.25

**Table 4.25 Turning in assignments**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Yes	30	96.8	96.8
No	1	3.2	100.0
<b>Total</b>	<b>31</b>	<b>100.0</b>	

All the interviewed teachers observed that pupils hardly turned in their assignments as scheduled and 96.8% of them sought to find out some of the reasons why some pupils never completed their work on time. Some of the reasons include: problems at home such as unreliable source of power, children-led households, taking care of their younger siblings, family discord and sickness, among others; lack of motivation, self drive and interest towards education; overwhelming household chores; regarding assignments to be difficult without any meaningful attempt; child labour or running errands for payments; learning disabilities; unconcerned parents who hardly involve themselves with their children's education/schoolwork; negative attitude towards a subject; poor background knowledge for example, poor reading/writing skills; inadequate resources/textbooks; lack of concept mastering, ignorance and lack of seriousness; negative peer influence where performers are called 'nerds'; fatigue as they walk long distances to and from school; lack adequate stationery and non-conducive environment at home due to some parents making and selling of illicit brew (mbangara).

**(d) Parents concern over their children's education**

For academic progress, all stakeholders must cooperate to the fullest. The questionnaire required the teachers to give their verdict on the parents concern over their children's academic performance. Their responses are given in Table 4.26

**Table 4.26 Parents concern over their children's education**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Yes	17	54.8	54.8
No	14	45.2	100.0
<b>Total</b>	<b>31</b>	<b>100.0</b>	

These findings reveal that 54.8% of the parents are concerned about their children's academic progress and 45.2% are less concerned. Further, the respondents were required to state how often the parents came to school to enquire on how their children were doing academically. Some parents come to school after every examination (monthly, fortnightly, termly); during parents' academic meetings where results are communicated to them generally or when they are required at school. Some rarely come while others do not come at all.

The teachers also gave suggestions why some pupils were more successful than others such as having commitment, hard work, determination and seriousness; positive attitude towards education; high concentration; parental support; discipline; extrinsic and intrinsic motivation; good study habits and following instructions; exposure to more learning resources; presence of good role models; devotion and dedication; proper utilization of resources and time; thorough revision; taking responsibility; conducive learning environment and good teacher/pupil/parent relationship

### (c) Professional and academic qualifications

Since teachers' academic and professional qualifications have an impact on academic performance of learners, this research also sought to find out their credentials and the results are as tabulated in Table 4.27

**Table 4.27 Professional qualification of headteachers**

Qualification	Frequency	Percent	Cumulative Percent
Certificate	6	42.9	42.9
Diploma	6	42.9	85.7
Degree	2	14.3	100.0
<b>Total</b>	<b>14</b>	<b>100.0</b>	

This tabulation shows that nearly half of the headteachers in the sampled schools (42.9%) have the lowest professional qualification (PTE Certificate) while university graduates constitute some 14.3% and another 42.9% have diploma qualifications.

### (f) Teachers' professional qualification

The questionnaire also required the headteachers to specify the professional and academic qualifications of their teachers. The findings are given in Table 4.28

**Table 4.28 Professional qualification teachers**

Qualification	Frequency	Percent	Cumulative Percent
PTE Certificate	74	57.4	57.4
Diploma	45	34.9	92.2
Graduates	4	3.1	95.3
Others	4	3.1	98.4
Untrained	2	1.6	100.0
<b>Total</b>	<b>129</b>	<b>100.0</b>	



This tabulation shows that most of the teachers in the sampled schools (57.4%) have the lowest professional qualification (PTE Certificate) while university graduates constitute a mere 3.1%. Only 1.6% of them are untrained while make another 3.1%.

Therefore majority of the teachers in the division still hold the lowest professional qualifications; refresher courses are rare and subject panels are non functional anyway.

**(g) Teachers' workload per week**

The headteachers also availed information about average teacher workload per week as summarised in Table 4.29

**Table 4.29 Teacher workload per week**

No of periods	Frequency	Percent	Cumulative Percent
below 30	1	7.1	7.1
30-35	10	71.4	78.6
35-40	3	21.4	100.0
<b>Total</b>	<b>14</b>	<b>100.0</b>	

Majority of the teachers in 11 out of the 14 sampled schools which translates to 92.8% have a heavy workload of between 30 – 40 periods weekly. It is only in one school (7.1%) where teachers have a workload of 22 periods in a week.

**(h) Workshops /seminars /refresher courses**

Seminars, workshops and refresher courses update staff 's basic knowledge, skills and attitude. Asked whether teachers attended the same, the headteachers gave the responses in Table 4.30

**Table 4.30 - Workshops / Seminars / Refresher courses**

Response	Frequency	Percent	Cumulative Percent
Rarely	10	71.4	71.4
not at all	4	28.6	100.0
<b>Total</b>	<b>14</b>	<b>100.0</b>	

The attendance of refresher courses/seminars/workshops is neither frequent nor streamlined. Moreover, the Tutors' Advisory Centre is tens of kilometres away and so is the Division Education Office. The terrain/topography (hills) poses a great challenge too, especially during the rainy season. This too contributes to low academic performance.

**(i) Teaching experience**

Subsequently, the questionnaire required the respondents to state the teaching experience of their teachers as given in Table 4.31

**Table 4.31 Teaching experience in years**

Range	Frequency	Percent	Cumulative Percent
0-5	34	26.4	26.4
6-10	25	19.4	45.7
11-15	37	28.7	74.4
above 15	33	25.6	100.0
<b>Total</b>	<b>129</b>	<b>100.0</b>	

The teaching experience cuts across all the durations with 25.6% having been teachers for more than fifteen years while 26.36% have less than five years experience.

**(j) Summary of teacher related factors and academic performance**

There is a relationship between teacher related factors and academic performance of pupils in KCPE as revealed in the literature review hence this hypothesis is testing results are in Table 4.32

**Table 4.32 Relationship between teacher related factors and academic performance**

	Professional qualifications	Workload	Seminars / workshop
Chi-Square	7.258 <sup>a</sup>	11.656	11.645 <sup>a</sup>
Df	1	1	1
Asymp. Sig.	.007	.001	

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.5.

The value of chi-square calculated (.007) is less than the critical value ( 0.05 ) at 1 degree of freedom in all the instances above, therefore the hypothesis is accepted and the conclusion is that pupil related factors determine academic performance

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

Investment in education is an important aspect in the society today as economic surveyors have realised the benefits accrued from investing in the same whether directly or indirectly or whether to the individual or the entire society. Education is an important form of human capital and it is also necessary for economic productivity. Hence, parental, school, pupil and teacher related factors do not only ensure that education meets the needs of the learners but also serves its purpose in economic development. This chapter discusses the summary of the research findings, the conclusions, recommendations and suggestions for further research.

#### 5.2 Summary and Discussion of the findings

This study aimed at establishing determinants of academic performance in Wundanyi Division, Taita-Taveta County. The study has viewed the factors from the point of view of teachers' resources and professional qualifications, physical facilities, instructional materials and equipments, pupils' family background, and their contribution to pupils' performance in examination.

The availability, adequacy and sufficiency of instructional materials is pertinent for high achievement. Thus, learning facilities and resources have been found to be inadequate in all the sampled schools. The school acreage determines the availability of physical facilities like classrooms and toilets hence the same are inadequate thanks to the topography of the land which further complicates the situation. Although most of the buildings are permanent (64.29%) with only 35.71% being semi-permanent, they require some magnitude of repair to give them a facelift as they are dilapidated. This study also found out that the pupil-textbook ratio was quite high at 3:1 and 4:1 in most of the schools visited. Water is a scarce commodity with 57.14% of the schools depending on rain or river water or underground/under sand water. One of the schools relies solely on the government tanker to supply water yet it is very irregular. There is low enrolment in one of the sampled schools due to past history of poor performance,

infrastructure, negative attitude towards the school and lack of role models from school. In another school the enrolment went down due to new schools coming up in the neighbourhood.

The status of parents affects pupils' academic performance. Some of the sampled pupils could hardly have their daily requirements due to abject poverty as their parents were either jobless or they depended on unreliable casual labour. On the other hand there is no viable economic activity in some areas. In addition, paying for examinations is a great task let alone paying for remedial teaching. The study also found that a substantial number of parents never monitor their children's academic performance mostly due to ignorance, lack of interest and lack of cooperation even when called for parents' meetings. Parents' lack of concern about their children's academic performance contributes to low achievement as the learners either lack interest or commitment. From the oral interviews conducted some parents involve their children in making and selling of illicit brew ('mbangara'), 'miraa', and 'ugoro'. Eventually, the pupils partake of the staff as well leading to indiscipline. Unstable homes due to family breakages, domestic violence, polygamy, extra-marital relationships, adultery and drunkenness are common thus pupils are neglected and/or suffer psychological disorders. On the other hand, muslims prefer to support their children to attend Madrassa sessions than proceeding with secondary education or even attending classes on weekends.

Most pupils are overburdened with household chores at home especially due to some of them coming from children-led households. There is chronic absenteeism due to hunger thus pupils miss school to take part in economic activities and child labour atleast for subsistence. Indiscipline poses challenges regarding morality: some pupils smoke bang/cigarettes while others do not only drink alcohol but also engage in sexual relationships leading to unwanted pregnancies and infections of STIs/STDs. Some pupils are rude, use foul language and are lazy, among other forms of indiscipline. Some pupils have low concentration span due to hunger especially in the lower and drier zones and the feeding programme has been unsustainable. Similarly, there are learners who walk long distances to school thus are unable to concentrate with their schoolwork due to fatigue. Human-wildlife conflict is hindering academic achievement as pupils go to school late in the morning. Similarly, they have to leave for home early in the evening for security reasons. Learners likewise lack enthusiasm, commitment and

self-drive due to some lacking role models and self drive. Guidance and counselling sessions are a rare phenomenon and this justifies the poor performance possibly due to application of improper study techniques. Probably, the heavy workload among teachers compels them to concentrate more on syllabus coverage and insufficient funds limit their attempt to invite any specialist.

This study also established that the schools lacked teachers' houses hence teachers walk long distances as there are no rental houses near the school yet the teachers are not indigenous people. The majority of the headteachers as well as teachers in the sampled schools have a minimum qualification of PTE Certificate as opposed to those with diploma or degrees. There is a shortfall of teachers as indicated by all the headteachers with one of the schools requiring a minimum of six more teachers. Most teachers are overloaded with 87.46% of the teachers having a minimum of thirty periods per week. The heavy workload justifies the dismal performance as the syllabus is not covered on time and neither do teachers have ample time to prepare nor be with the learners. Thus the teachers are not only less effective but are also inefficient in their work. Quite a number of the teachers (72.4%) hardly attend refresher courses and a staggering 28.6% never had such an opportunity, yet the same would enable them sharpen their professionalism. Over 70% of the headteachers said seminars and workshops are not a frequent phenomenon and neither are they streamlined. Most headteachers indicated there was a library in their schools though inadequate and so were other physical facilities. Additionally, pupils stated they rarely accessed the resource, even where it was available. Subject panels are absent in the schools and teachers are not given hardship allowance hence are demotivated. None of the teachers from the sampled schools goes for marking of national examinations like KCPE.

Parastatals like KWS, NGOs and private companies like Wanjala Mining Company donated furniture, constructed a few classrooms and sponsored vulnerable students who have proceeded to secondary schools by paying their school fees.

There is also insecurity as members of the community cut the chain-link fence to allow their animals to graze in the school compound while most schools lacked fences.

Harsh weather conditions - prolonged drought with extremely high temperatures further complicates the situation in the schools.

Quality Assurance Standards Officer hardly visits some of the schools and when they do so, they do it on a fault-finding mission.

There is poor transport and communication network and there is no medical facility nearby.

## **5.2 Conclusion of the study**

This study concludes that all the four variables: parental, school, pupil and teacher related factors influence academic achievement. There are inadequate learning facilities and resources: inadequate classrooms and textbooks, among other learning resources . Parents have not been actively involved in the affairs of their children's education and neither are they good role models. The heavy teachers' workload makes them ineffective and inefficient. Learners too play a lesser active role in their own education hence the low academic achievement as revealed by this study. Therefore, there is need for all the stakeholders to take their active roles so as to improve the state of education Wundanyi division.

## **5.4 Recommendations**

Recommendations are usually made to improve the state of affairs in any institution and this research would not be complete without proposing some of them. They include the following:

There should be frequent guidance and counselling sessions to direct the learners so as to achieve desired results. Peer tutoring and group discussions should be encouraged among learners as they tend to learn more easily from their peers in aspects like cooperative learning, inquiring based approaches, problem solving and communication skills.

There is need to staff all schools adequately to meet the teacher shortfalls to ensure improved performance in future. All stakeholders should devise ways of ensuring the schools have adequate teachers such as giving tokens to volunteer teachers. Teachers should be provided with housing as most of them are not indigenious and rental houses are hard to come by especially in the marginalised areas. Teachers in marginalised areas should be given hardship allowance to motivate them as they are working under very strenuous conditions. There is need to review the conditions that constitute hardship areas as some areas that deserve to be termed as hardship areas are not regarded as so.

Adequate physical facilities should be provided and be well maintained. Adequate instructional materials should provided to ensure their effective utilization. Sinking of boreholes should be done in the drought-prone areas to provide a permanent solution to the problem of water

shortage. This can be done through assistance by NGOs, the government or international agencies and individuals as well as private companies.

There should be more frequent and streamlining of seminars, workshops and refresher courses to help teachers keep abreast with their professionalism. Additionally, there should be continuous professional development for teachers targeting subject knowledge development and pedagogical skills. QASO's should make more visits to the schools in order to understand the challenges facing the teachers and assist or advice where possible.

Sensitisation and awareness programmes should be regularly conducted to help the parents know their role in the education of their children as well as the importance of education. Parents can come together through the 'Harambee' spirit to supplement learning materials supplied by the government. The state of physical facilities too can be improved this way. The feeding programme should be made sustainable to improve attendance and retention. Parents should take full responsibility of their families and stop careless drinking. Repugnant cultural practices should be discarded.

Parastatals and private companies in the area should do more than supporting vulnerable children. They should improve school infrastructure as well and support viable economic activity. Security to be ensured through erection of the electric fence to reduce animal-wildlife conflict. Proper infrastructure should be put in place including transport and communication which should be improved and education should be completely detached from politics

### **5.5 Suggestions for further research**

Based on research findings it is proposed that all stakeholders must cooperate for attainment of greater academic achievement. Further investigative research should be made regarding influence of teachers in ensuring academic excellence in their institutions. This will go a long way in determining the causes of poor academic performance.

It is possible to establish the utilization and management of physical facilities and instructional materials in the schools as this provides useful information to school management on proper facility management for desirable results.

More research should be conducted to establish why learning facilities and instructional materials among other resources are still inadequate yet the government has been providing funds for the same for almost a decade now.



Further research should be conducted on allocation and utilization of FPE funds to improve effectiveness and efficiency. Policies regarding demarcation of hardship areas need to be revised.

## REFERENCES

- African population and health research centre (2010). *Low and high performing schools in Kenya: Do teaching styles make a difference?* Policy Brief No. 17
- Aknale, O. B. (2007). *Socio-economic factors influencing students academic performance in Nigeria some explanation from local survey; sociology and social work community.* Free online Library.
- Aremu, A. O. (2000). *Academic performance five factor inventory.* Ibadan: Stirling –Horden.
- Ayedemo, D. A. (2005). *Parental involvement interest in schooling and school environment as predictors of academic self efficacy among fresh secondary school students in Oyo State, Nigeria. Electronic Journal Research in Educational Psychology , vol. 1; page 163-180.*
- Ayoo, S. J. (2002). *Factors influencing student performance in Kenya Certificate of Secondary Examinations in public schools in Maseno Division.* Unpublished M. Ed Project- Maseno University.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory.* American Psychologist, 37, 122-147.
- Colcough, C. & Lewin, M. (1993). *Educating all the children.* Nairobi, Oxford University Press.
- Court, D. and Ghai (1914). *Education, society and development; New perspective from Kenya.* Nairobi, Oxford University Press.
- Cummins, J. (1994). *The Empowerment of Indian students.* In J. Reyner (Ed.), *Teaching American Indian students (pp. 3-12).* Norman: University of Oklahoma Press.
- Du Tuit, L. (1994). *The underachiever in the classroom. Only study guide for OS441-U.* Pretoria, Unisa.
- Ersen, et al (1995). *Qualitative implications of school expansion; A case study of two primary schools in Kisii.* Bureau of Education Research, Kenyatta University.

- Eshiwani, G. S. (1983). *Factors influencing academic performance in primary and secondary education in Western Province in Kenya: A Policy Study*: Nairobi Bureau of Education Research, Kenyatta University.
- Eshiwani, G. S. (1986). *Private secondary schools in Kenya: A study of some aspects of quality education* : Bureau of Education Research, Kenyatta University.
- Eshiwani, G. S. (1993). *Education in Kenya since independence*. Nairobi, East African Publishers.
- Etsey, K. (2005). *Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA)*. Department of Educational Foundations; University of Cape Coast, Ghana.
- Ferguson, R. F. (2003). *Teacher perceptions and expectations and the black-white test score gap*. *Urban Education*, 38 (4) 460-507.
- Frankfort-Nachmias & Nachmias (1996). *Research methods in social sciences*. London, Arnold-Hodder Headline Group.
- Fuller, B. (1987). *What factors raise achievement in Third World Countries?* Review of Educational Research. Washington D. C. World Bank.
- Gakuru, O. N. (1982). *Who goes to secondary school in Kenya?\_A Case study of pre-school education and socio-economic background of the child*. Nairobi, Institute of development studies.
- Griessel, M. J. (1993). *Parental guidance: Only study guide for OS1441-8*. Pretoria, Unisa.
- Heynman, S. and Jammison, D. (1980). *Student learning in Uganda. Textbook availability and other factors*. *Comparative Education Review*. 24/7; 206-208
- Isangedigh, A. J. (1988). *Underachievement: an index of learner-environment mismatch*. *Nigerian Journal of Educational Psychology*, 3, 1, 220-226.
- Kapp, J. A. (1994). *Children with problems: An orthopedagogical perspective*. Pretoria, Van Shaik.

- Karanche, S. and Kulkarni, M. (2005). *Poor School Performance*. Mumbai, India. Indian Journal of Paediatrics, Vol. 72 pp. 961-967.
- Kerlinger, F.N. (1986). *Foundations of behavioural research (3<sup>rd</sup> Edition)*. Fort Worth :Harcourt Brace College Publishers.
- Kerlinger, F.N. (1973). *Foundations of behaviour research report*. New York. Holt, Rienchart and Winston Inc.
- Khoza N. C. (1997). *Truancy in black schools: The role of peers*. Unpublished M. Ed- Dissertation. Johannesburg: Rand Afrikaans University.
- Kombo, D.K. and Tromp, D. L. A. (2009). *Proposal and thesis writing: An introduction*. Nairobi, Paulines Publications Africa.
- Maengwe, T.O.(1985). *Investigation of factors influencing poor K. C. P. E. performance in rural areas*. A case study of Kisii , University of Nairobi.
- Maina,E. N; Oracha,P. A. and Indoshi, F. C. (2011). *Curriculum Factors Influencing Performance of Deaf students in Mathematics*. Department of Special Needs Education: Educational Research, Vol. 2, No.3, pp. 956-964.
- Makewa, L. N. (2011). *School climate and academic performance in high and low achieving schools: Nandi Central District, Kenya*. Baraton University.
- Mamba, A. M. (1992). *Books of reading in education management*. Harare, UNESCO.
- Marchesi, A. and Martin, E. (2002). *Evaluation in secondary education. Snapshot from a controversial era*. Institution IDEA, Madrid; SM.
- Mugenda, M. O. and Mugenda, A. G. (1999). *Research methods: Qualitative and quantitative Approaches*. Nairobi, CTS Press.
- Muola, J. M. (2010). *A Study of the relationship between academic achievement, motivation and home environment among standard eight pupils*. Kenya, Egerton University.

- Mureithi, E. W. (2010). *Challenges principals face in enhancing student discipline in secondary schools in Tigania district, Kenya*. Thesis (M. Ed.) – Chuka University.
- Mwangi, D.T. (1983). *Factors that affect achievement in Kenya*. Bureau of Education Research, Kenyatta University.
- Nguru, G.M. (1986). *Factors that influence the achievement of primary education objectives*. Nairobi, Kenyatta University Bureau of Education Research..
- Ogunbanjo, P.E. (2001). *Factors influencing performance of underachieving learners in secondary schools with an inhibitive learning environment*. Unpublished M. Ed Mini-Dissertation, University of South Africa
- Okafor, P. C. (2007). *Factors contributing to the academic achievement of low socio-economic status students in Anambra South County*. A Case study of Anambra State: Nigeria.
- Oluka, S. and Orukut, C. O. (2008). *Performance in primary education in the Teso region: An exploratory study*; National Commission for UNESCO. Kampala, Uganda.
- Ong, L.C. et al (2010). *Factors associated with academic achievement among urban primary school children in Malaysia*. Kuala Lumpur, Malaysia.
- Oxford Advanced Learners Dictionary: 7<sup>th</sup> Edition*. Truancy
- Pajares, F. (1996). *Self-efficacy beliefs in academic settings*; Review of Educational Research, 66, 543-578.
- Psacharopoulos, G. and Woodhall, M. (1985). *Education for development: An analysis of investment choices*. New York, Oxford University Press.
- Rammala, M. S. (2009). *Factors contributing towards poor performance of Grade 12 Learners at Manoshi and Mokwatedi high schools*. Unpublished, M. Dev. Mini-Dissertation.
- Republic of Kenya (1997). *National Development Plan 1997-2001*. Nairobi, Government Printers.

- Republic of Kenya (1999). *Totally Integrated Quality Education and Training (TIQET)*. Nairobi, Government Printers.
- Richardson, G. E. (2011). *Teacher efficacy and its effects on the academic achievement of African-American students*: Greenleaf University. Unpublished, Doctor of Philosophy Dissertation.
- Rimm, S.B. (1998). *Underachievement syndrome: Causes and cures (4<sup>th</sup> Edition)*: Watertown: WIS APPLE African-American
- Sakho, A. U. (2003). *Determinants of academic performance of HEC-Lausanne graduates. Macro-economic modelling*. UNIVERSITE DE LAUSENNE ECOLE DES HAUSTES ETUDES COMMERCIALES.
- Tella, A. (2007). *The impact of motivation on students' academic achievement and learning outcomes in Mathematics among secondary schools in Nigeria*: Osun State College of Education, Osun State, Nigeria.
- Tyler, W . (1997). *The sociology of education inequality*. London, Methuen.
- Zappala, G. & B. Parker (2000). *The Smith Family's Learning for life programme a decade on: Poverty and educational disadvantage*. Background Paper No. 1, Research and Advocacy Team, The Smith Family, Sydney.

## APPENDICES

### APPENDIX I Letter of Introduction to Respondents

To .....

Dear Sir/Madam

#### RE: RESEARCH QUESTIONNAIRE

I am a postgraduate student in the University of Nairobi. This questionnaire is designed to gather information on school environmental factors; parental, teacher and pupil characteristics that influence academic performance of primary school pupils in Wundanyi Division Taita-Taveta County. You have been selected to participate in this survey. Please assist me wherever possible by completing the questionnaire as accurately as possible. Findings will be used for this study alone. Moreover, the responses will be treated with confidentiality and will be completely anonymous. You are therefore required not to indicate your name. Thank you in advance.

Yours Faithfully,

WATEE GLADWELL C. WUGANGA

REG NO: L50/60643/2011

UNIVERSITY OF NAIROBI

## APPENDIX II

### Questionnaire for Head-teachers:

This questionnaire is designed to gather data about school-related factors, parental-related factors, pupil-related factors and teacher-related factors that influence academic performance in K.C.P.E. examination in Wundanyi Division Taita –Taveta County. The information provided will be treated with confidentiality as it is only meant for this research. Please fill the answers to the questions as accurately as possible.

#### PART A: Background Information (Tick as appropriate)

1. Type of School

(i) Public

(ii) Private

2. How many streams does the school have?

(i) Single

(ii) Double

(iii) Triple

(iv) Others (specify)

3. How many pupils are currently enrolled in your school?

(i) Boys

(ii) Girls

(iii) Total

4. What is your professional qualification (level of training)?

(i) Certificate (PTE)



(ii) Diploma

(iii) University Graduate

(iv) Others (specify) \_\_\_\_\_

5. Indicate your Teaching Experience in years:

a. (0-5)    b. (5-10)     c.(10-15)     d. (Above 15)

6. How old is the school in years?

a. (0-5)    b. (5-10)     c. (10-15)     d. (Above 15)

7. Indicate the average number of pupils per class/level:

(i) Class 1

(ii) Class 2

(iii) Class 3

(iv) Class 4

(v) Class 5

(vi) Class 6

(vii) Class 7

(viii) Class 8

**PART B: HUMAN RESOURCES (Teachers)**

8. How many teachers are in your school?
9. What are the professional qualifications of the teachers (Level of training)?
- (i) Certificate (PTE)
  - (ii) Diploma
  - (iii) University Graduates
  - (iv) Untrained
  - (v) Others (specify)
10. Do you have enough teachers in the school? Yes  No
11. On average, what is each teacher's workload?
12. How often do teachers attend refresher courses?
- Always  Sometimes  Not at all
13. On average, how many teachers have taught for the following number of years?
- a). 0-5  b). 6-10  c). 11-15  d). Above 15
14. In your own opinion, does the number of teachers influence academic performance?
- Yes  No

**PART C: PHYSICAL RESOURCES**

15. Indicate the type of buildings in the school:
- Permanent  Semi-permanent  Temporary
16. What is the general condition of the school buildings?
- (i) Buildings are in good condition

(ii) Some need minor repairs

(iii) Some need major repairs

(iv) Buildings need complete rebuilding

17. How many toilets are in the school?

a). 1-8

b). 9-16

c). 17-24

d). 25-32

18. What is the main source of water in the school?

(i) Piped water

(ii) River

(iii) No water

(iv) Others (specify) \_\_\_\_\_

19. Below is a table of the physical facilities available in the school. Tick as appropriate.

Facility/Equipment	Available and Adequate	Available but Inadequate	Not available
Headteacher's office			
Library			
Store			
Classrooms			
Furniture			
School kitchen			
Garden			
Playgrounds			
Teachers' houses			

**PART D: INSTRUCTIONAL MATERIALS**

20. Do your pupils have adequate textbooks for each subject?

Yes  No

21. On average, what is the pupil-textbook ratio

a). 1:1  b). 2:1  c). 3:1  d).4:1

22. In your own opinion, does the above establishment of textbooks contribute to the school's Performance in K.C.P.E.?

Yes  No

23. Other than the textbooks provided through the government funds, is there any other source of Textbooks and supplementary books used by pupils?

Yes  No

24. The table below shows instructional materials that may be available in the school. Tick as appropriate.

Materials/Equipments	Available and Adequate	Available but Inadequate	Not available
Radio			
Mathematics equipment			
Science			
Chalkboard			
Dusters			
Maps			
Charts			
Teachers' Guides			
Teachers' stationery			
Pupils' exercise books			
Dictionaries/Kamusi			

25. In your own opinion, does the number of textbooks and other teaching-learning materials influence pupils' academic performance?

Yes  No

## APPENDIX III

### Questionnaire for Pupils

This questionnaire is designed for the purpose of studying the effect of educational resources on pupils' academic performance in Wundanyi Division Taita-Taveta County. The information given will be treated with confidentiality deserved and is only intended for this research. This is **Not** a test and there is no right or wrong answer in any way. Please fill in as appropriate answers as possible.

#### PART A: Personal Details

1. Name of your school \_\_\_\_\_

2. Type of your school

(i) Public

(ii) Private

3. What is your gender?

Male  Female

4. What is your age in years?

5. Are your parents alive?

(i) Both alive

(ii) Mother alive

(iii) Father alive

(v) None alive

6. What is the occupation of your parent/s or guardian?

(i) Father -----

(ii) Mother -----

(iii) Guardian -----

7. What is the highest level of education attained by your parent/s or guardian?

(i) Father:

(ii) Mother:

Illiterate  Primary  Secondary  Tertiary  University

(iii) Guardian:

Illiterate  Primary  Secondary  Tertiary  University

8. How would you rate the interest of your parent/s or guardians?

(i) High

(ii) Average

(iii) Low

9. Do you have adequate study time both at home and at school?

Yes  No

10. How often do you have guidance and counselling sessions?

Frequently  Rarely  Not available

11. Explain how you use your leisure time: \_\_\_\_\_

12. Indicate your position in your family: \_\_\_\_\_

13. Do you always have your daily requirements?

Yes  No

**PART B: Instruction and Instructional materials/Learning resources**

14. Who provides textbooks and other learning resources?

School  Parents  Well-wishers

15. How would you rate the provision of textbooks?

Adequate  Satisfactory  Inadequate

16. How many pupils are in your class?

Below 30  30-40  40-50  Over 50

17. (a) Do you have a library?

Yes  No

18. If your answer is yes for the above, how often do you use the facility?

Often  Rarely  Always

19. Do you think the named resources affect academic performance?

Yes  No

20. Do you participate in co-curricular activities? (sports, games, clubs/societies, drama, etc).

Yes  No

21. What is the common language in school?

English  Kiswahili  Mother Tongue

22. How often are you absent from school?

Frequently  Rarely  Not at all

23. Do you always complete your classwork/homework?

Yes  No

24. Comment on your punctuality to school: \_\_\_\_\_

---

25. Do you always begin lessons on time? \_\_\_\_\_

Always  Sometimes

26. How do you rate your teachers?

Excellent  Good  Average



## APPENDIX IV

### Questionnaire for Class Eight Teachers

This questionnaire is designed to gather data on the teachers' daily interactions with the pupils and the larger school community. The information will be treated with high degree of confidentiality and is only meant for this study. Please, tick or explain as accurately as possible.

1. Do you experience any challenges as a teacher? Yes  No
2. Do pupils sometimes fail to turn in their assignments/exercises on time? Yes  No
3. Do you find out what deters them from doing so? Yes  No
4. Are you comfortable with learners who do not follow instructions? Yes  No
5. Do you discipline pupils who do not follow instruction? Yes  No
6. Do you motivate pupils to learn? Yes  No
7. Are some pupils more successful academically than others? Yes  No
8. Do pupils oftenly miss school? Yes  No
9. Do you find out where they go when they miss school? Yes  No
10. Are parents concerned about their children's academic progress? Yes  No
11. How often do parents follow up their children's academic progress?
  - After an exam
  - At the end of the term
  - Not at all

UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P. O. Box 30197  
NAIROBI