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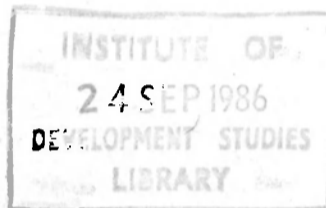
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RESERVE

SOME FACTORS WHICH INFLUENCE THE PERFORMANCE OF  
PUPILS IN THE CERTIFICATE OF PRIMARY EDUCATION

By

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SOME FACTORS WHICH INFLUENCE THE PERFORMANCE OF  
PUPILS IN THE CERTIFICATE OF PRIMARY EDUCATION

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N.J. KATHURI\*

ABSTRACT

A sample of 49 primary schools, stratified and randomly selected were visited for data collected, in Nakuru District. The information required was related to teaching resources, teachers' quality, teaching methods, type of administration, and pupils' academic background prior to sitting for the C.P.E. Examination. 1933 Form One pupils from 32 of the 49 primary schools in four randomly selected secondary schools, were also interviewed for their socio-economic background. These two sets of information were related to the schools' 1981 C.P.E. Examination performance. When the information was analysed, it indicated that quality of teachers, school administration, use of appropriate teaching methods and pupils' academic background, had a very significant influence to schools' performance in C.P.E. Examination. The use of teaching resources (aids), school-community relations and socio-economic background of pupils did not seem to have a significant and direct influence of schools' performance on the Examination. Generally, municipal schools performed better than rural schools.

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### INTRODUCTION

Nakuru District in which the research projects was based is one of the districts in the former White Highlands, created as a result of land reforms consequent upon the attainment of independence. The population in the district is composed of former squatters and labourers, and the new settlers. Most of the squatters and labourers are very early immigrants from other parts of the country especially Central Province. The new settlers have come mainly from the districts in Central and Western Provinces. A large proportion of the Africans who have bought farms in these areas are on the average better educated. They are frequently among those who have had privileged access to educational facilities in the colonial period (Court and Kinyanjui, 1980). In addition to former squatters, labourers and new settlers, there are indigenous persons in isolated parts of the district.

The district is suitable for both crop and livestock production. Sizeable portions of land are occupied by forest reserves with their own residential workers.

Nakuru Municipal town is the administrative centre of both Nakuru District and Rift Valley Province. The town started as an urban centre for European settlers. The town, after the World War II espoused a philosophy of gradualism and ameliorationism, involving the African population as junior partners in a multiracial structure (Wachtel, 1976). Today the town is one of the four main urban centres of Kenya. Not only is it multi-racial, but being a Provincial administrative and industrial centre, it has attracted almost every category of people one can think of.

Amidst that heterogenous background of Nakuru District, is the education system. The town has its own education administration headed by a Municipal Education Officer who is answerable to the Municipal Council. The rest of the schools in the district are managed

by a District Education Board through the District Education Officer.<sup>1</sup>

Selection has become inevitable as a child moves from the end of one level of education to the beginning of the next. This selection is based mainly on examinations. These examinations are used to discriminate between those who could benefit from further schooling, and those who could not. Many, particularly those who are dropped out at the end of class seven may be considered unemployable, in formal terms. The problem is progressively extending to Form IV. This is obviously hard for the children and their parents, who would rather have some of these examinations scrapped. However, according to the Secretary, Kenya National Examinations Council,

"The open option of abandoning selection altogether, and allowing all pupils to continue their primary and secondary education for as long as they want, irrespective of their achievement, is not open to low income countries such as Kenya". (Makau and Sommarret, 1980).

Amidst the multitude of differences that exist within, without and between schools, is one option that could be explored. The option involves a clear understanding of those factors that favour performance of pupils at various examination levels. These factors should then be exploited to the optimum level in order to ensure that a pupil competes successfully. It is generally hypothesised here that the failing of many pupils could be arrested through proper communication of the subject matter considered and accepted to be of intellectual worth, and the communication is in such a manner that optimum understanding is enhanced.

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<sup>1</sup>This does not include three of the private schools in the District (Pembroke House - Gilgil, Greensteads - Lanet and St. Andrews - Molo).

In the light of the above, the objectives of this study were:-

1. To identify the significant factors accounting for the Primary school performance as measured by the C.P.E. Examination.
2. To identify problems that affect performance in various primary schools.
3. To draw up implications of the identified factors and problems on primary school teaching and administration.

Results of the research project will be able to inform various teachers, primary school administrators and education officers of the critical factors in primary school performance as measured at C.P.E. level. To the parents the results would help in specifying what part they could play in promoting or supplementing teachers effectiveness.

A number of studies have been done with regard to Primary schools. One of this was made by Gakuru (1977). His concern was on how preprimary education influenced the distribution of pupils to various primary schools. One of his conclusions was that nursery schools have a major role of siphoning certain pupils to certain primary schools. For example it was realized that parents in Nairobi go to great pains to send their children to high cost preschool institutions as a means of having them admitted in high quality primary schools (Kinyanjui, 1981). This study was based on the City of Nairobi. As will be noted in the present study one school (Kongoni) competed very well with Nakuru Municipal schools. The school is far away from any sizeable town and it is located in an area where most of the people are either squatters or peasant farmers. What did this school and those of Nakuru Municipality have in common?

Andy Wachtel (1976) carried out a research project which, also addressed itself to a municipal education system (Nakuru). He concluded that there were structural differences among Nakuru Municipal schools and those on the top bracket tended to enjoy undoubtedly good

academic performance. The good performance was attributed to the high fees paid. If indeed we believe that it is the amount of fees paid that determines achievement at C.P.E. examinations, then some sections of the society may be wasting a lot of their efforts trying to achieve what they may never do.

Somerset (1977) and, Makau and Somersset (1980) have reported a study that attempted to relate the performance between some rural and Nairobi schools. The sample was composed of 5% rural low-cost schools, 20% Nairobi low-cost schools, and 100% of the Nairobi high cost schools. The main purpose of the study was to find out the efficiency and the fairness of selection as determined by the C.P.E. Examination. The study (Somersset, 1977 and, Makau and Somersset, 1980) forms an enlightening reading on how the quality of an examination can influence various categories of pupils. It might have been more enlightening if rural high cost schools were included.

Rather than look at an advantaged section of the society, the present study, aimed at going beyond those boundaries and include those generally considered to be disadvantaged (rural schools). It is shown at a later stage in this study that what happens in the school is very crucial to the performance of pupils in C.P.E. Examination.

#### QUESTIONNAIRE DESIGN

The first step towards the design of the questionnaire was to state the main factors that would be considered to be crucial in influencing pupils' performance. It has been observed in recent years (Gakuru, 1977) that more and more parents are progressively surrendering more of their responsibilities to various institutions and persons such as ayahs or housegirls. Schools, including nursery schools are the main recipients of these responsibilities. This indicates that a teacher and the school environment are crucial influencing agents in the growth



and development of the child. Such influences are mainly intellectual and social. It is with that understanding that various school factors were taken in this investigation to be crucial in influencing performance. The factors considered were:

1. Teaching resources
2. Quality of staff
3. School-community relations
4. School administration
5. Teaching methods
6. Pupils previous academic background
7. Pupils socio-economic background

Each of the seven factors was then analysed further in order to come up with its meaning and components. The components of each factor were then stated in form of a questionnaire. At this point it became evident that all the questions or statements could not be responded to with confidence and reasonable sincerity by all the teachers. It also became evident that it would be easier to handle responses from a questionnaire than from an interview schedule. Consequently, the idea of interviewing heads of selected primary schools was abandoned and the questionnaires designed accordingly. As can be realized from the selected factors, originally there were seven categories of the questionnaire each category relating to a respective factor. The second consequence was that the seven categories of the questionnaire were organized into four sets depending on the anticipated respondents. The respondents to the first set were the ordinary teachers of the upper primary in each school selected. The headteachers and the deputy headteachers of the same schools were to respond to questionnaire sets III and II respectively. Questionnaire set IV was administered to Form One pupils from randomly selected secondary schools within Nakuru District. The pupils were only those who had sat for 1981 C.P.E. examination in the primary



schools used for the study.<sup>2</sup> All the four sets of the questionnaire were pretested and amended accordingly.

#### THE SAMPLE

There are 229 primary schools in Nakuru District and the Municipality. The first step towards the selection of the sample was to group the schools according to the three education administrative divisions - Molo, Bahati and Naivasha. The second step was to categorize the schools in each division according to their 1982 C.P.E. examination entries. It was assumed that the entries reflected the populations in each school. These categories were in multiples of 20. The first category in each division was composed of these schools with 0-20, 1982 C.P.E. examination entries. The second category was composed of those schools with 21-40 1982 entries. This categorization was continued up to the highest 1982 C.P.E. examination entry which was 157 candidates in the category 140-160.

At the beginning it was expected that 55 (24%) schools would be selected for the research. Having made this decision, the number of schools required from each division and from each category were proportionately determined. Randomization was exercised in selecting the schools from each category or stratum. Precaution was however, taken to ensure that the only two apparently indigenous populated areas were represented in the sample. The second precaution was to ensure that there was some over representation in each category to guard against lack of representation in case some schools were left out for one reason or other. This may explain the high percentage of the schools initially selected.

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<sup>2</sup>The four sets of the questionnaire are included in the full research report.

As indicated in the previous section, SET IV of the questionnaires was intended for secondary school pupils who had sat for their C.P.E. examination in 1981. Six schools were initially randomly selected but finally only four were effectively used. This is because the administration of the questionnaire to the original six schools embraced all the pupils who had sat for the 1981 C.P.E. examination. However, after some consultation with Dr. Kabiru Kinyanjui of Institute for Development Studies, it was felt that the results would be much more meaningful if the Form Ones involved were only those who came from primary schools selected for this study. Questionnaire SET IV was then amended accordingly. Efforts to involve one of the six schools for the second time aborted due to the repeated failures of the headmaster to avail pupils although he kept on promising that he would. In the process, the researcher was delayed in repeating the interview with pupils of a second school. There was no problem with involving the other four schools. The number of appropriate Form Ones interviewed was 133 representing 32 of the 49 primary schools.

#### PROCEDURE

In this research the 1981 C.P.E. examination results were considered as the dependent variable. The seven factors stated in the second section of this report constituted the independent variables.

Information regarding the names of primary schools and their respective performance in 1981 examination was obtained from the District and Municipal Education Officers. This information contained the mean standard scores and relative position for each school in 1981 C.P.E. performance in the district and municipality, respectively.

Information regarding the independent variables was obtained through the four sets of the questionnaire. All schools were informed as to when they would be visited and the purpose of the visit. Sets I-III of

the questionnaires were administered to the appropriate persons in each school simultaneously and in and in the presence of the researcher or his appointed agent. All teachers were always given the same general information at the beginning of the task. The questionnaire was then distributed accordingly. Interaction among the respondents was restricted especially to guard against some teachers seeking opinions from the rest. As such it was necessary for the researcher or his agent to supervise the whole exercise and collect all the questionnaire immediately after completion. In this way it was possible to obtain fairly complete and personal responses at each visit. Notes were taken concerning special features of the school or teachers during questionnaire administration.

Six of the schools included in the sample were not involved in data collection by the end of the exercise. Two of the schools were inaccessible due to bad weather at the time the visits were intended. Two schools were to be visited two days before closing for the August holidays. However, the researcher was involved in a very essential duty at the place of work making it difficult to visit the schools afterwards. One other school in the municipality was not visited. Several efforts in trying to contact the headteacher demonstrated his lack of enthusiasm and interest to participate in the exercise. The school had therefore, to be dropped in fear of obtaining apparently biased data. The sixth school was dropped because it mainly catered for expatriates whose children were mainly prepared for overseas schools. The decision to drop the school was made after a discussion with a member of Board of Governors of the school. Nevertheless, all the categories of schools were well represented in the remaining 49 schools.

The questionnaire to Form One pupils was treated in an almost similar manner. Letters were written to the headmasters of the selected schools explaining about the impending visit, its purpose and a request to visit the school. Except for one school, all the rest were well represented.

The questionnaires used were composed of both actual measurement questions or statements, and statements that required rating of ones opinions. For example, one of the questions related to school administration was,

"What is your opinion about each of the following statements with regard to school administrative responsibilities?"

The headteacher was supposed to state whether he strongly agreed, agreed, had no opinion, disagreed, or strongly disagreed. Parametric and nonparametric statistical tests were used to test the significance of the results obtained. This was because ordinal and interval scales were used in data collection.

Each questionnaire was then scored using a carefully prepared scheme. Mean scores for each question or statement in each of the schools were then computed. The mean scores were then isolated into their original seven factors accordingly.

#### RESULTS AND DISCUSSION

In expressing results and significance, 5% was taken as the lowest acceptable level of statistical significance.

#### The Performance of Urban Primary Schools in the C.P.E. Examination in Relation To Rural Primary Schools

At the time of completing the questionnaire the Form One pupils were expected to indicate the number of points they had obtained in their C.P.E. examination. A contingency table of frequencies of pupils from rural and urban primary schools was then made. Any pupil who had achieved 30 points<sup>3</sup> and above was considered to be on the higher category (Appendix 2). Any pupils who had achieved any points below 30, was considered to be on the lower category. Expected frequencies were then computed and the  $X^2$  computed

<sup>3</sup>The maximum number of points a candidate could obtain is 36. In this case it was considered that a pupil with 30 points and above could be accepted into a good government maintained secondary school without dispute.

accordingly. The value of the  $X^2$  square obtained failed to reach the significant level. This implies that there was no difference between rural and urban pupils when the number of points obtained in C.P.E. examination are used as the differentiating factor.

The standard (Appendix 1) for each of the schools were then organized into cumulative frequencies in order to find out the quartile in which the majority of various schools fitted. This organization of the standard scores showed that there were 13 schools on the top quartile of which 11 were from the municipality. The same exercise was carried out regarding the score relating to the number of pupils obtaining 25 points and above (Appendix 1), in each primary school. In this case 10 out of 13 schools in the top quartile were from the municipality. There were 16 municipal schools that were included in the sample. The analysis above showed that using the two factors 68.8% and 62.5% of the municipal schools were in the top quartile, respectively. Quartiles were also used to find out where the municipal schools fitted in relation to teaching resources, school-community relations, school administration, teaching methods, pupils previous experience, and quality of staff. In all these factors it was realised that of the 13 schools in the first quartile, 30.8%, 30.8%, 53.8%, 46.2%, 53.8% and 61.5% were municipal schools, respectively. In fact 14 out of the 16 (87.5%) municipal schools interviewed were in the top 50% schools in relation to standard scores.

According to the 1981 Newsletter published by National Examinations Council (KNE, 1981), in 1980 Nakuru Municipality had a mean total standard score of 179.32 as compared to Nakuru rural schools which had a mean total standard score of 154.88. Somerset (1977) and Makau, and Somerset (1980) have reported the results of analysis done in the 1973-1976 C.P.E. examinations. Various items testing various subjects were analysed. It was generally found that Nairobi schools did much better than the rural schools. This is consistent with the results obtained in this study using quartile

system. Nevertheless, the difference between Nairobi low-cost and the rural low-cost primary schools was hardly significant. Realizing this the National Examination Council subsequently tended to leave out the Nairobi High-cost and private schools while making comparisons between rural and Nairobi schools (KNEC, 1980). There seems therefore, to be a strong reason to believe that municipal schools perform better than rural primary schools.

#### The Correlation Between Organized Utilization of Teaching Resources And Performance in C.P.E. Examination

Most of the questions regarding teaching resources and their utilization required the respondents to indicate what actually they did or knew happened. In only a few cases were respondents requested to express their feelings or attitudes through rating various aspects of teaching resources. Spearman's Rank Correlation method was therefore, used to compute the relationship between the two variables. The correlation coefficient obtained was not significant.

It is generally assumed that better facilities in a school lead to better performance in examinations. The assumption is not supported by this study. This may not necessarily mean that teaching resources or facilities are unnecessary; rather, good as they may be, their effectiveness may depend on how they are made use of in combination with other factors. It is interesting that although almost every teacher interviewed indicated that they liked using teaching aids only one of the rural schools scored above 10 out of a possible 20 in a question that required the teachers to state the teaching aids they had used over the preceding one month.

#### The Correlation Between Quality of Staff And Pupils Performance in C.P.E. Examination

The questions or statements that elicited information regarding the quality of staff were mainly of two types. The first type were those questions or statements that required the teacher to indicate what he does and what he is. There were questions related to a teacher's level of educa-



tion and training, number of times one had attended specified in-service courses over a given period of time, number of years one had taught and, also the number and kind of disciplinary actions taken against teachers over a given period of time, Product-Moment correlation method was used to find out the relationship between the quality of staff in various schools and the standard scores for the schools. The correlation coefficient was highly significant.

The second type was a set of statements to which teachers were required to respond as to whether they strongly agreed, agreed, no opinion, disagreed or strongly disagreed. This set of statements was supposed to measure the teachers morale. In this case morale was defined as the

"Sum total of attitudes a teacher has towards the school, the school authorities (including parents), their work, and with those they work (including pupils)".

In total there were 18 statements. The total mean ratings for each school were then added to the total score from the first type of questions or statements. The sum of the two types for each school were then ranked against the standard score ranks for respective schools. Spearman's Rank Correlation method was used to compute the relationship between the two main variables. The correlation coefficient obtained indicated a strong relationship between quality of staff in a particular school and the performance of that school in the C.P.E. examination. This is quite consistent with another study based on Nairobi (Court and Kinyanjui, 1980; Kinyanjui, 1981). In the present study it was observed that although the mean level of education reached by the top four schools and bottom four schools was about the same (3.2. and 3.1., respectively)<sup>4</sup> the level of training differed significantly (Table 1 and 2). The top four schools had all their teachers trained on the average up to P1 as opposed to an average of P2s in the case of the bottom four schools. As such, good quality staff (as defined above) seems to be a great asset to a school.

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<sup>4</sup> A mean rating of 3 or 4 indicated K.C.E or K.A.C.E level or its equivalent, respectively.



TABLE 1: Levels of Education of Teachers in Schools With the 4 Highest Standard Scores And in Schools With the 4 Lowest Standard Scores.

	SCHOOL NO.	LEVEL OF EDUCATION			
		C.P.E.	K.J.S.E.	K.C.E.	K.A.C.E.
HIGHEST	3			9	2
	21			7	1
	36			4	2
	37	2	1	5	6
		2(5.1%)	1(2.6%)	25(64.1%)	11(28.2%)
LOWEST	16			3	2
	17		2	11	1
	43	2		6	3
	47		1	10	3
		2(4.5%)	3(6.8%)	30(68.2%)	9(20.5%)

TABLE 2: Levels of Training of Teachers in Schools with the 4 Highest Standard Scores And in Schools With the 4 Lowest Standard Scores.

	SCHOOL NO.	LEVEL OF TRAINING						GRADUATE/ APPROVED
		U.T.	P3	U.T.T.	P2	P1	S1	
HIGHEST	3	3	0	0	1	5	2	0
	21	0	0	0	0	7	1	0
	36	0	0	0	0	4	2	0
	37	2	0	0	2	7	2	0
		5	0	0	3	23	7	0
	%	13.2			6.3	60.5	18.4	0
LOWEST	16	0	0	0	1	3	1	0
	17	5	0	0	3	5	0	0
	43	3	2	0	2	4	0	0
	47	2	1	1	2	8	0	0
		10	3	1	8	20	1	0
	%	23.3	7.0	2.3	18.6	46.5	2.3	0

UT = Untrained Teacher

UTT = Ungraded Trained Teacher

The Correlation Between The School Community Relation And Pupils Performance  
in C.P.E. Examination

The variable school-community relations was aimed at measuring the amount of interaction that took place between various persons and the school. Such persons included the parents, the school committee and various local leaders. The interaction was expected to be in form of school meetings (for academic or development purposes), and parents visiting the school to find out the progress of their children. It was also expected that local leaders would be visiting the school to inspect the progress and give advice accordingly. The extent to which various parties contributed financially for the school development was also considered. Results after computation of correlation coefficient indicated that there does not seem to be a direct significant relationship between the community related to a school and performance of pupils in that school in C.P.E. Examinations. Nevertheless, such people may not be accused of non-participation since they bought school uniform, released children for school, and paid any school dues. In a number of cases, it was said that parents came to school only when summoned or when there was a crisis. Many never bothered even under such circumstances, particularly in the rural areas. It seems therefore, that the link is mainly an indirect and a weak one. Where this link is strong, it is possible for the school to benefit through understanding of the school problems and hence providing the needed support. Teachers and pupils would also be motivated if they saw parents interested in their (pupils' and teachers') activities.

The Correlation Between School Administration And Pupils' Performance in C.P.E.  
Examination

The first aspect of administration was staff meetings. Such meetings are very important because they facilitate coordination of various activities in the school, be they academic or administrative. The meetings also give an opportunity to the headteacher to convey any useful information. Teachers could also air their views. As such the content and frequency of meetings are

very crucial, besides the procedures of conducting such meetings. All these elements were contained in the questionnaire. If the headteacher is viewed as an administrator then the amount of time which he allocates to various aspects of his responsibilities is very crucial. Such aspects include solving teachers and pupils problems, attending meetings, teaching, meeting parents, and attending to routine office work. In this study the head teachers were expected to estimate the amounts of time they spent on various aspects of administration. They were also expected to give their opinions on matters related to school discipline, and qualities of a good teacher. Finally the administration process was assumed to be related to the school pupil population.

Since most of the questions or statements were on rating scales, it was decided that the most appropriate statistics to use would be Spearman's Rank correlation method. The correlation coefficient obtained reached significant level. This implied that there is a strong correlation between the quality of administration in a particular school and performance in the C.P.E. Examination.

The above is indicative that a headteacher with a relatively good quality staff, can enhance academic performance very much if extra effort was put to ensure a smooth administrative structure and process in a given primary school.

#### The Correlation Between The Use of Various Teaching Methods And Pupils Performance in C.P.E. Examination

Various teaching methods were analysed into various pupils and teachers activities. These activities included giving of assignments, allowing pupils to ask questions, consultations with other teachers, using local environment, involvement of learners in manipulative skills and having supervised and guided revision periods. The obtained  $r_p$  indicated that there was quite a strong association between the efficiency of using various teaching methods and performance at the C.P.E. examination.

It seems from the above information that a good teacher is the one who understands various teaching methods and is able to convert those methods into productive teacher-pupil interactive process. In his structural analysis of Nairobi schools Dr. Kinyanjui (1981) observed that the type of teaching is a very crucial factor in a school's performance. According to Makau and Somerset (1980), reasoning ability and to some extent other higher level intellectual skills are particularly prone to the effects of teaching quality.

The Correlation Between Pupils Previous Experience And Pupils Performance In The C.P.E. Examination

There were two aspects of previous experience that were considered. The first aspect comprised of attendance of nursery school prior to admission into class one and repeating at class seven. Pearson Product-moment correlation method was used to establish the relationship between the experience scores and the standard scores. The computation yielded a correlation coefficient ( $T_{xy}$ ) of 0.41 with a t value of 3.01. The coefficient was significant at 0.01 since ( $P < 0.01$  when  $t = 2.70$  with 47 df).

The second aspect of experiences are those somewhat indirectly related to a child's school academic performance. Such experiences include those gained directly or indirectly at home through parental care, material possessions, encouragement to perform well at school and the academic atmosphere. The aspect was therefore, mainly concerned with the socio-economic background of the children. Contingency table of frequencies was then prepared. The table consisted of high and low standard scores, and socio-economic scores, respectively. Computations were then made to determine the degree of association. The total  $X^2$  for the contingency table was 3.80 which just failed to reach the 0.05 level of significance.

The intriguing bit here is the lack of a significant difference between socio-economic background of pupils and their comparative performance in C.P.E. Examination. In fact two of the schools researched on,

one rural and the other municipal, which scored highly in almost all the factors, had the majority of their pupils from low socio-economic backgrounds. In the final analysis it seems that it is the indirect influence and high expectations of parents on their children that seems to matter. The parents in the high socio-economic bracket are able to provide both support, and bring pressure to bear on teachers so that they do their best (Wanyoike, 1976).

It has been shown elsewhere that a healthy socio-economic background tend to enhance good performance in schools (Wanyoike, 1976; Gakuru, 1977; Kinyanjui, 1981). That was not supported by this study. If previous studies were to be considered as acceptable, then there could be two possible conclusions to be made. First, a home with material possessions needs to have a good educative environment. An environment in which good relationships prevail and the "best" is encouraged. In that case, the material possessions could be an excellent supplement to intellectual achievements. The second conclusion is that the educative environment may be lacking as well as the time to relate with each other. Consequently, encouraging one another in the home may be very limited. However, these deficiencies are compensated for by the parents delegating their responsibility to schools of proven quality. That proven would have substantial financial implications on the part of parents, as well as substantial amount of accountability on the part of teachers. That accountability has to be demonstrated through effective performance in examinations particularly national and public examinations.

#### CONCLUSION

The basic theme of this study was "Factors That Influence Performance of Pupils in the C.P.E. Examination". The 1981 C.P.E. Examination standard scores were used as dependent variables while various selected factors related to the school environment were regarded as independent variables. In finding out the relationship between the two sets of variables each school was looked at as an entity in relation to the performance on the C.P.E. examination. The study has shown that within that totality there are certain factors that are



very closely related to the examination performance. These factors include, efficient use of teaching methods, a good administrative set up, quality of staff and pupils previous background of abilities. It seems that most of these factors could easily be influenced from a local level, starting with effective school administration. It has been submitted that quality of staff does not necessarily mean qualifications. It includes morale of the whole staff. Morale is influenced by effective administration. A school in which good morale prevails is likely to have much less disciplinary problems among teachers and consequently among pupils. Teachers in such a school are likely to be more committed, and would do their best for the good of the school. More important, they would look for ways and means of making their teaching more effective. Good morale and hence commitment to duty is the key to an organized utilization of teaching resources, otherwise, teachers may not bother with this very important aspect of teaching. A group of committed teachers could benefit very much from occasional instructional visits by the local Assistant and District Education Officers. Organized refresher or inservice courses would do even better.

It is evident from the preceding results that the Ministry of Education should step up the training of primary school teachers at both pre and inservice levels. Inservice courses would keep teachers informed of the new developments in the theories and practices of education. Regular supervision of schools by education officers is necessary to ensure that appropriate theories and practices are made use of. Headteachers should also assist in this area, as they give their staff optimum cooperation, listening and acting on their opinions and suggestions as much as possible. To this end, staff meetings should be used for not only conveying information to staff but also as a medium of exchange of professional information in a free atmosphere. Teachers should be equipped with appropriate teaching methods and techniques. Their trainers and supervisors should encourage them to increase the teacher-pupil interaction during the teaching-learning process. The Ministry of Education should do its best to promote preprimary education so as to give pupils the necessary and appropriate background for primary education learning tasks. Headteachers and teachers should explore how best to integrate various teaching aids in the teaching process while at the same time other educational facilities like classrooms and books are provided by the concerned. The Ministry of Education should also ensure that trained teachers are equitably distributed in the Country in order to spread teaching-learning effectiveness. Finally, parents should be encouraged to assist their children in professional matters as much as possible.



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APPENDIX 1

SCORES FOR VARIOUS SCHOOL FACTORS

School No.	A:	B	C	D	E	F	G	H
	Mean Standard Scores	% above 25 pts	Quality of Staff	Teaching Resources	School Community Relations	School Admin.	Teaching Methods	Pupils Previous Experience
1.	173.8	54.7	117.0	45.1	37.0	70.4	37.7	15.1
2.	160.5	21.7	116.8	55.1	40.0	84.8	39.7	6.0
3.	191.0	54	138.9	50.5	41.0	87.2	43.1	17.0
4.	189.2	51.4	145.8	61.1	47.0	91.8	46.8	14.0
5.	179.6	34.4	128.8	50.4	29.0	83.0	46.2	14.8
6.	150.2	36.4	117.6	57.5	37.0	66.7	42.9	6.0
7.	160.3	20.0	126.4	63.4	46.0	80.6	40.3	9.6
8.	154.8	25.0	130.8	68.4	22.0	84.4	41.2	9.7
9.	143.4	19.8	123.6	60.4	51.0	86.0	38.1	10.3
10.	209.6	72.7	135.8	58.7	46.0	95.1	41.4	17.8
11.	167.3	26.9	128.0	52.8	43.0	86.8	42.8	16.7
12.	183.8	46.7	139.1	72.5	48.0	84.9	43.5	13.8
13.	147.9	9.3	121.5	56.4	45.0	79.8	41.8	8.1
14.	152.0	21.8	121.3	56.0	31.0	88.0	40.0	8.8
15.	160.6	30.0	126.4	50.9	35.0	92.8	41.8	5.4
16.	145.9	11.4	126.0	40.2	49.0	85.3	48.2	15.6
17.	135.4	28.5	121.6	48.4	36.0	85.7	38.1	7.1
18.	162.4	25.0	123.6	52.6	36.0	81.9	44.4	10.8
19.	148.0	10.0	116.5	43.3	24.0	77.4	35.8	10.9
20.	175.1	35.3	117.5	53.6	39.0	88.3	41.4	14.5
21.	189.2	50.0	139.2	68.3	54.0	91.3	37.0	16.9
22.	169.5	33.3	126.7	49.1	42.0	86.1	41.4	13.1
23.	165.2	64.0	118.8	52.2	38.0	79.4	42.1	10.4
24.	148.3	13.1	124.2	52.2	37.0	83.0	40.4	11.3
25.	168.6	36.0	129.6	50.6	49.0	82.2	41.1	8.9
26.	172.8	42.6	126.1	63.3	44.0	94.0	44.1	16.7
27.	153.3	16.0	120.5	59.6	31.0	85.8	38.1	10.0
28.	164.9	40.8	116.3	39.7	50.0	79.7	39.3	17.6
29.	167.4	26.8	120.9	57.7	42.0	93.0	45.8	5.6
30.	169.8	28.6	128.8	59.1	43.0	86.3	39.9	12.2
31.	152.5	37.0	133.2	51.6	27.0	90.3	40.5	5.8
32.	159.9	25.0	118.4	60.6	44.0	68.7	37.8	12.4
33.	135.6	20.0	113.0	57.8	37.0	82.7	39.1	7.0
34.	156.6	14.3	116.0	61.0	40.0	92.8	40.8	6.6
35.	193.7	42.4	125.1	70.7	42.0	85.2	39.4	18.7
36.	189.5	57.6	147.3	50.1	30.0	93.3	41.2	6.4
37.	213.3	75.0	136.4	47.3	37.0	96.9	43.9	17.2
38.	165.6	34.7	115.1	50.9	40.0	71.7	39.7	6.8
39.	192.4	51.9	137.3	66.3	33.0	83.6	42.8	6.5
40.	163.5	30.0	114.7	53.6	41.0	66.5	43.1	6.2
41.	165.2	47.3	128.9	45.2	36.0	80.4	42.4	16.2

42.	152.1	28.6	108.5	74.4	16.0	85.9	46.3	4.0
43.	153.1	15.3	106.5	55.6	30.0	73.7	37.9	17.9
44.	165.1	34.5	135.4	68.7	44.0	88.0	43.6	4.6
45.	152.7	13.8	132.9	68.7	52.0	84.6	39.0	19.6
46.	175.0	30.6	159.8	53.1	40.0	94.6	42.8	17.7
47.	159.5	24.6	131.4	48.2	43.0	75.2	42.6	16.3
48.	165.2	23.8	124.7	51.4	37.0	83.6	41.5	10.4
49.	174.0	35.0	102.7	46.3	45.0	81.8	42.7	9.3

APPENDIX 2

Secondary School Pupils Interviewed.

Primary School of Origin, No. of points and Secondary Background Score.

P.S.	SCHOOL NO.	POINTS	S.E.S. SCORE	P.S.	SCHOOL NO.	POINTS	S.E.S. SCORE
1.	1	24	78	34.	20	32	53
2.	1	20	50	35.	20	34	67
3.	1	25	66	36.	21	28	95
4.	1	32	115	37.	21	22	73
5.	1	28	80	38.	21	32	108
6.	1	31	90	39.	21	30	111
7.	3	29	39	40.	21	34	91
8.	3	29	56	41.	21	22	80
9.	3	32	90	42.	21	27	61
10.	3	27	49	43.	21	33	77
11.	3	32	58	44.	21	31	76
12.	3	34	50	45.	21	31	91
13.	3	27	80	46.	21	30	68
14.	3	31	23	47.	21	34	89
15.	3	32	42	48.	35	24	63
16.	3	36	38	49.	35	20	104
17.	3	35	58	50.	35	22	71
18.	3	33	81	51.	35	26	99
19.	4	24	78	52.	35	23	117
20.	4	29	118	53.	35	30	115
21.	4	23	90	54.	35	33	86
22.	4	28	81	55.	35	32	91
23.	4	29	67	56.	35	31	76
24.	4	26	73	57.	36	24	88
25.	4	30	82	58.	36	18	54
26.	4	29	85	59.	36	27	97
27.	5	33	66	60.	36	30	84
28.	5	28	88	61.	36	29	60
29.	10	32	99	62.	36	34	68
30.	16	24	44	63.	36	29	95
31.	16	24	64	64.	36	30	63
32.	16	25	72	65.	37	24	62
33.	20	24	74	66.	37	27	77

P.S.	SCHOOL NO.	POINTS	S.E.S. SCORE
67.	37	25	48
68.	37	28	48
69.	37	32	93
70.	37	31	90
71.	37	33	83
72.	37	32	69
73.	37	29	46
74.	37	33	80
75.	37	27	62
76.	37	26	101
77.	37	30	75
78.	37	32	95
79.	37	29	35
80.	37	30	76
81.	37	31	50
82.	37	33	52
83.	39	25	83
84.	39	29	66
85.	39	34	75
86.	39	33	85
87.	39	30	94
88.	39	32	85
89.	39	33	108
90.	39	27	79
91.	40	24	62
92.	40	31	64
93.	41	25	70
94.	41	24	105
95.	41	21	58
96.	41	28	59
97.	41	33	85
98.	41	27	88
99.	46	24	77
100.	46	23	77

P.S.	SCHOOL NO.	POINTS	S.E.S. SCORE
101.	46	34	54
102.	46	29	84
103.	48	29	74
104.	48	28	81
105.	48	27	74
106.	48	29	84
107.	48	30	79
108.	48	30	64
109.	48	28	68
110.	48	24	93
111.	48	30	80
112.	48	30	46
113.	48	33	34
114.	48	30	55
115.	2	24	57
116.	7	27	58
117.	15	33	48
118.	15	29	65
119.	15	31	53
120.	17	21	43
121.	19	30	78
122.	22	34	75
123.	24	27	71
124.	25	33	51
125.	27	32	78
126.	29	38	40
127.	31	35	
128.	31	31	30
129.	32	34	71
130.	43	20	68
131.	44	31	85
132.	47	35	61
133.	6	35	63