

**ADMINISTRATIVE FACTORS INFLUENCING PUPILS' PERFORMANCE IN
KENYA CERTIFICATE OF PRIMARY EDUCATION IN KILUNGU
SUB.COUNTY, MAKUENI COUNTY, KENYA.**

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DECLARATION

This research project is my original work and has not been presented for any award in any university

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DEDICATION

I dedicate this research to my two children Rocylene and Eric, my mother and my sister Scholastica.

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ABBREVIATION AND ACRONYMS

CBE	Class best establishment
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
UNESCO	United Nations Educational Scientific and Cultural Organisation
UPE	Universal Primary Education

ABSTRACT

This study sought to determine the extent to which administrative factors influence pupils' performance in K.C.P.E in Kilungu Sub County, Makeni Kenya. The study objectives sought to establish the extent to which provision of teaching and learning resources, teacher pupil ratio supervision and learning activities and involvement of parents influence pupils performance in KCPE. It was an ex – post facto descriptive study that targeted all the 57 primary schools, in Kilungu sub-county but sampled 27 head teachers, deputy head teachers, 27 class teachers and 280 standard eight pupils to take part in the study. Data was collected using questionnaires and analyzed by calculating frequencies and percentages. It was then presented using tables, graphs and charts. After the analysis of data it was established that most of the schools had inadequate teaching and learning resources such as textbooks, charts and wall maps, and 8% of the teachers rarely used their available resources and this led to poor K.C.P.E performance. The administration in all the primary schools provided text books but none had a textbook: pupil ratio of 1:1. In 72% of the schools the only teaching and learning resources were textbooks while only 8% of the teachers rarely used the available resources. In 40% of the schools the standard eight classes had between 20-30 pupils. Majority of the pupils were in other classes signifying larger classes and high repetition rates associated with low academic performance. The teachers workload was 18-40 lessons per week and none had teachers' equivalent to its C.B.E from the T.S.C. Studies have shown that high workloads compromised effective class management leading to decline in academic achievement. Only 5% of the head teachers and deputy head teachers checked the teachers' schemes and records of work or pupils progress records. Among the class teachers 50% were not aware of who was expected to prepare the schemes and records of work in their classes. This displays low levels of supervision which is likely to compromise effective academic achievement. All the schools organized parents meetings that were attended by 60% of the standard eight parents but 61% of the parents never assisted their pupils with their homework while 90% had never bought a text book for their children. Only 42% discussed academic performance but none of the schools discussed pupils' absenteeism with the parents. The study recommends that schools increase the textbook: pupil ratio to 1:1 and teachers give assignments to the pupils to ensure use of the books. Teachers should always use the available teaching resources. The number of teachers should be increased to reduce their workload and ensure teachers teach one subject in class eight. The school administration should supervise teaching and learning by checking the teachers' schemes of work and lesson plans, class and pupils' attendance registers. Parents should be involved in the learning of their pupils through organizing and ensuring they attend school meetings to discuss academic performance of their children. Suggestions for further studies include: a study of the causes of the high rates of absenteeism among teacher and pupils, a study of the administrative capacity of primary school head and deputy head teachers in supervising teaching and learning and a study of the availability adequacy and use of teaching and learning resources in primary schools.

CHAPTER ONE

INTRODUCTION

1.0. Background of the study

Education has always been an important asset and is regarded as a key human development index. Governments therefore spend a large share of their budgets on education while parents invest in education expecting to gain in terms of academic achievement that can guarantee their children employment in future. At the individual level, every dollar spend in education earns 10 to 15 dollars in economic growth over a person's lifetime in higher earnings and wages (Winthrop, Bulloch, Bhatt & Wood, 2013). The World Forum on Education for All in Dakar Senegal, 2000 noted that performance at the primary level in Africa was affected by many factors such as the lack of learning materials, too large classes, the roles of the parents and the school administration (Chindanya, 2011).

Instructional resources include textbooks, charts, improved work books, maps, chalk, chalkboard, visual aids, specimen and equipment (UNESCO, 2010). In Nigeria an experimental study by Ifeoma (2013) to test the use of instructional materials such as textbooks, charts and improved work books in integrated science in junior secondary school class one to three gave a percentage mean score of 68.3 on the experimental group taught with instructional materials. The control group taught without instructional materials gave a percentage mean score of 63.16. The two groups had a pre-test mean score of 59.62. The results show a significant difference between the experimental group with instructional resources with a mean gain of 8.71percent and the control group without instructional

resources with a mean gain of 3.54 percent. When the study was applied for girls and boys alone the mean gain for boys and girls with instructional materials was 10.43 and 13.96 while for those without was 4.93 and 4.01 respectively. The study recommended that governments should assist schools by supplying instructional materials; school management should ensure that every student has the required text book.

A study by Etsey (2005) in the Shama province of Ghana on the adequacy of teaching and learning materials in English and Mathematics where only 12 pupils from a total of 1020 could get admission to a well-endowed secondary school revealed the findings shown in table 1.1

Table: 1.1 Adequacy of teaching and learning materials in English and Mathematics

	low performing schools		High performing schools	
	(Shama)			
	English	Mathematics	English	Mathematics
Adequate	17.6 percent	24.7 percent	55.6 percent	60 percent
Not adequate	77 percent	71.2 percent	44. 4 percent	40 percent
NONE	5.4percent	4.1percent	0	0

Over 70 percent of the teachers in schools in Shama did not have adequate resources compared to only 40 percent in the high performing school which was responsible for the low performance in Shama province. The schools without adequate teaching and learning

resources posted only 17.6 percent in English and 24.7 percent in Mathematics compared to 55.6 and 60 percent respectively in schools that had adequate resources. In shama province the schools that did not have any teaching and learning resources only posted scores of 5.4 percent in English and 4.1 in Mathematics while no school lacked teaching and learning resources among the high performing category.

In Kenya, a study carried out by Omondi and Olatunde (2010) in Bondo sub-county found that teaching and learning materials accounted for 23.6 percent of the total academic performance in Mathematics in secondary schools. This was corroborated by Njoroge, Changeiywo and Ndirangu (2014) who investigated the effects of resource based teaching of physics in Nyeri. They found that students taught with teaching and learning resources had a mean score ranging from 31.70 to 33.6 percent compared to those taught using normal methods whose mean score was between 15.5 to 16.7 percent.

Swartz, Schmitt and Lose (2012) in education research found that performance drops as the student: teacher ratios rises. In North America, with a student teacher ratio of 1:1 on instructional content, 61 percent of the students were reading, 38 percent at the ratio of 2:1, 26 percent at 3:1 and only 19 percent at 5:1 while working with at risk first grade (early literacy achievement and oral reading test) learners. The 1: 1 ratio was the best for reducing the gap between the initially low performing students and their average peers.

In U.S.A Krueger (1999) and in Israel Angrist and Lavy (1999) found a positive link between smaller classes and student achievement. Angrist and Lavy found that in Israel the

effect of decreasing class sizes by 1 percent had an outcome of increasing class performance by 3.6 percent in the 5th grade and 1.7 percent to 1.9 percent in the fourth grade. Krueger found an increase of 7 percent to 9 percent in class performance per annum with a decrease of 1 percent in enrolment in Tennessee U.S.A. Cooper and Cohn (1997) found an increase of 1-4 percent when class sizes were reduced by 1 percent in Carolina U.S.A. Angrist and Lavy suggested that a class cannot exceed 40 pupils/ students which was then enshrined in the Israel education policy.

In Tanzania, the U.N.E.S.C.O in a study on facilities and resources for learning mathematics and science found classes to have up to 120 pupils in the rural primary schools and 90 students in secondary schools. Teachers therefore concentrate on the bright ones and there is hardly individual help. Boys' boarding schools then opened up admissions for girls from the community as day scholars (UNESCO, 2010).

In Kenya a study by Gakure, Mukuri and Githae (2013) on factors that affect performance in primary schools in Kenya in Gatanga sub-county found that 70 percent of the schools had a pupil population of between 251 -500, 20 percent between 501 – 750, 7 percent between 751 – 1000 whereas 3 percent had below 250 pupils. Compared to teachers' workloads 54 percent of the schools reported 30 - 40 lessons per week, 45 percent reported 21- 30 lessons and 2 percent 11 – 20 lessons. The high workload was evident in large schools while small schools performed better since large classes (schools) compromised effective management of classes leading to decline in academic performance.

In America Veles (1993) identified the percentage of relationship between administrative and management practices and achievement as in table 1.3.

Table 1.2 Relationship between administrative and management practices and achievement.

Practice	Positive relationship	No relationship	Negative relationship
Teacher absenteeism	8	18	34
Syllabus covered	30	13	2
Evaluation follow up	20	0	0
Use of new strategies	14	12	2

Teacher absenteeism was found to have the highest negative relationship to academic achievement and the lowest positive relationship of 8 percent. Schools were encouraged to improve the practices with a positive relationship while reducing the occurrence of those with negative relationship if they were to improve the achievement of their pupils.

Teacher absence in Indonesia was 19 percent, India 25 percent, Uganda 27 percent, Peru 11 percent, Ecuador 14 percent and Bangladesh 16 percent. The high absence led to a strong reduction in test scores in India and lower scores in English in Bangladesh (Kremer 2004). In Zambia a 5percent increase in teacher absence resulted in a decline of 3.75 percent in English and 4 percent in mathematics scores (Rogers, 2003).

Etsey (2005) while studying factors that affect performance in Ghana found that in low performing only 60 percent of the teachers attended school daily compared to 81 percent in the high performing schools. This affected performance since it became difficult to understand the content when students were alone due to absence of the teacher or the pupils. The school administration was to blame in the low performing schools due to their weak monitoring and supervision systems.

In Kenya Provincial Director of Education Coast province (2011) observed that coast province remained the poorest performing in the country registering less than 250 marks with only Mombasa sub-county in the province sustaining a mean score of above 250 marks. The poor performance was attributed to laxity by both head teacher in executing their supervisory duties (Mwamuye, 2012).

Parents influence the achievement of their children through offering advice on learning, friendly home environment, visiting school to get advice on how to promote learning, setting high expectations and strategies to monitor homework, being involved in decision making in school and school advisory panels and having partnerships with school around academics to work for student achievement (Martinez, 2004).

Parental interest has a more significant impact on achievement than social class, family size and parents' education. Using an all exams index in England scaled between 0-100 coming from high social class gave an advantage of 5.98 percent while combined with parental

interest it gave an advantage of 24.4 percent points compared in the non-interested parents (Feinstein & Synmons, 1999).

In America Jeynes (2005) found that when parents buy books to augment those by the school, provide a conducive learning atmosphere at home and gives themselves time to positively discuss with the child issues related to the school the child will learn effectively and produce good results. In Ghana, study on causes of low academic performance in primary schools revealed a significant difference in the involvement of parents on different variables between high and low performing schools. The results were as shown in table 1.3.

Table 1.3 Involvement of parents in their children’s education

Variable	Type of school	
	Low performing	High performing
Helps with school work or homework	60 %	80 %
Parent provides text books	36 %	66 %
Provides basic school needs e.g. uniform, pens etc.	30 %	60 %
Interaction with teachers	43 %	60 %
Involvement in P.T.A activities	55 %	67 %

The involvement of parents was high in the high performing schools at an average of 66.6 percent for five variables and 38.8 percent in the low performing schools.

Kathuri (1997) in his study of Nairobi secondary schools revealed that children whose parents paid visits to schools to find out the progress of their children and attend school functions do better than those of parents who never paid such visits. Kilungu sub-county has a total of 57 primary schools with a total enrolment of 19,591 pupils. The schools mean score was 265.60 in 2009, 266.01 in 2010, 254.31 in 2011, 262.63 in 2012 and 248.60 in 2013. The Quality Assurance and Standards office organized workshops to sensitize teachers on examination skills and strategies during the years 2010, 2011 and 2013 in an attempt to reverse the trend (M.O.E.T-Kilungu sub-county 2013). Kilungu was the only sub- County with a mean score of less than 250 marks in Makueni County. The mean score was also below the national average of 263.48 in 2012 and 262.75 in 2013. What factors within the schools are responsible for this performance in the Kenya Certificate of Primary education which in 2013 fell below the 250 mark?

1.2. Statement of the problem

Teachers, resources, the school administration and the involvement of parents in their pupils learning have an obvious impact on education and eventually the students' performance (UNESCO, 2010). Feinstein and Symmons (1999) demonstrated that parental interest has more significant impact on achievement than social class, family size and parents' educational, background. Parental interest gave students an advantage of 24.4 percent in an all exams index compared to an advantage of only 5.98 percent for coming from high social class.

In Kilungu Sub-county Makueni County an analysis of the Kenya Certificate of Education results for the years 2009 to 2013 revealed the mean scores shown in table 1.5.

Table 1.4 Kenya Certificate of Education results (mean grade) in Kilungu Sub-county 2009-2013

YEAR	2009	2010	2011	2012	2013
K.C.P.E mean grade	265.60	266.60	254.6	262.68	248.60
Deviation	-0.07	+0.41	-12	+8.2	-14.08

Ministry of education: Kilungu sub-county – K.C.P.E results analysis in 2008-2013

The results reveal improvements in the years 2010 of +0.41 point and 2012 of +8.2 marks. There were declines in the years 2011 of -12 points and 2013 – 14.08 points. Records in the sub- county office show that the quality assurance and standards office organized workshops to sensitize subject teachers in standard eight on preparation of pupils for K.C.P.E and trends in examination setting and marking. The schools also received free primary education funds for teaching and learning resources. Education days were also organized annually in the sub-county and education experts invited to advise parents, teachers and pupils on academic performance (Quality Assurance & Standards Report; 2012, 2013- Kilungu sub- county).

Compared to the other sub-counties in Makueni County, Kilungu sub-county was ranked second last in 2012 and last in 2013. Compared to Makueni sub- County the best in the county, Kilungu had a mean difference of 22.84 marks in 2012 and 32.22 marks in 2013. It posted the highest drop in performance in the county with a negative deviation of 14.03 points in 2013. It was the only sub-county whose mean score was below 250 in the county

which was also lower than the national mean score for public schools of 263.48 in 2012 and 262.75 in 2013 (Makueni county K.C.P.E Brief, 2013).

An analysis of the performance of individual schools revealed that the number of schools whose mean score was below 250 marks was 16 in 2009, 16 in 2010, 24 in 2011, 19 in 2012, and 30 in 2013 (Ministry of Education – Kilungu Sub-county 2009-2013). This points to a decline in the performance of individual schools since the number of schools posting mean marks that is below 250 is increasing. The study investigated if there is any relationship between the schools performance and availability and use of learning and teaching resources, teacher pupil ratio, management of teaching and learning and the involvement of parents in their pupils learning.

1.3. Purpose of the study

The purpose of the study was to investigate the influence of administrative factors on pupils' performance in the Kenya Certificate of Primary Education in Kilungu sub-county.

1.4. Objectives of the study

- i. To establish the influence of provision teaching/learning resources by the school administration on pupils' performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County.
- ii. To determine the effect of teacher - pupil ratio on the strategies by the administration on pupils' performance in the Kenya Certificate of Primary Education in Kilungu sub-county Makueni County.

- iii. To establish how the supervision of learning activities by the school administration affects pupil's performance in the Kenya certificate of primary education in Kilungu sub- County.
- iv. To establish how the involvement of parents in school activities by the administration affects pupils' performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County.

1.5. Research questions

The following research questions guided the study;

- i. How does the provision of teaching and learning materials affect pupil's performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County?
- ii. What is the effect of teacher pupil: ratio on pupil's performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County?
- iii. In what way does the supervision of leaning activities by the school administration affect pupil's performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County?
- iv. How does the involvement of parents in their pupils' learning affect their performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County?

1.6 Significance of the study

An investigation on the institutional factors affecting the performance of Kenya certificate of primary education may enable head teachers; teachers and education officers in Kilungu sub - county know the factors that affect performance in the Kenya certificate of primary

education and put in place measures for improvement. Head teachers may use the study to identify and improve areas of weaknesses in their administration.

The study evaluated the teacher pupil ratio in Kilungu sub-county. This may be used to advise the sub - county government on the shortages and adequate staffing levels compared to the performance of individual schools. The findings of the study may be used to come up with government policies on the involvement of parents in primary education and adequate staffing.

1.7. Limitations of the study

The study faced the following problems: clear records on syllabus coverage, details of parents' attendance to meetings were lacking or difficult to get which negatively affected the making of conclusions and made assessment difficult. The students whose scores were used in Kenya certificate of primary education results had already left school; they were not part of the respondents to explain the factors responsible for their performance. It relied on interviews from the pupils concerning their parents which may not have reflected the actual position of the parents. The study used the records from the schools and information from the head teachers and their deputies to make the study findings dependable.

1.8. Delimitations of the study

The Kenya certificate of Primary Education Examination is national but factors affecting its performance were only studied in Kilungu sub-county Makueni County. Pupil's performance may be influenced by a variety of factors both in and out of school. The study however was concerned with administrative factors only.

Students' achievement in school can be in many areas such as games, sports, academics and co-curricular activities. This study was only be concerned with academic achievement.

1.9. Basic assumptions

During the study the researcher assumed that all respondents gave correct responses to the questions asked and were willing to give information freely. All the sampled schools had clear records on available teaching and learning resources, syllabus coverage and parents attendance to meetings and consultation. All the schools held regular meetings with parents to discuss their pupil's academic achievement and parents were represented in the school management committees.

1.9. Definition of significant terms

Academic achievement- The score per pupil or school which may be reflected in terms of the school mean score in the Kenya certificate of primary education

Parental involvement – refers to any activity undertaken by the parent to assist their pupils in their learning. This was established from parents attendance to school meetings, visiting school individually to discuss their pupils performance and buying learning materials to supplement those from the school.

Public school – refers to a primary school that has teachers posted by the Teachers Service Commission.

Supervision of teaching and learning activities by the administration refers to ensuring smooth and effective running of schools. This is done by the administration ensuring that attendance by teachers and pupils, ensuring preparation and implementation of schemes and records of work and holding meetings with teachers to discuss academic performance.

Teacher- student ratio- The number of pupils enrolled in a school divided by the number of teachers in the institution. This was established through comparing the class based establishment / total number of pupils to the teachers posted by the T.S.C.

Teaching and learning resources – refers to any material available for the teachers to aid in teaching and learning which may include text books, charts, maps, geometrical sets among others. Provision of teaching and learning materials by the administration refers to the administration purchasing different varieties of resources for teachers and pupils.

1.10. Organization of the study

The study is organized in five chapters. Chapter one is the introduction consisting of the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitations and the basic assumptions of the study. Significant terms used in the study have also been defined in this section.

Chapter two explores the literature on the variables of study. This is the effect or provision of adequate learning materials, the teacher-student ratio, administrative roles or factors and parental involvement on pupil's performance in the Kenya Certificate of Primary Education. A summary of the literature related to the topic of study and the researchers theoretical and conceptual frameworks have also been given in this section.

Chapter three is the research methodology divided into target population, research design, sample size and sampling procedure, research instruments and the procedure for data collection and analysis. Chapter four is the analysis of data using qualitative and quantitative techniques. The data is also presented in this chapter using descriptive and inferential statistics. Chapter five is a summary of the findings, conclusion and

recommendations for further research. Generalizations were made and research questions answered from the discovered facts of the data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter looks at the issues and factors that affect pupils and students' academic performance. It discusses the effects of teaching and learning materials on academic performance, the effect of pupil- teacher ratio on academic achievement, the effect of administrative efficiency on academic performance and the effect of parental involvement in pupils' learning on the pupil's academic performance.

2.2. The effect of teaching and learning materials on academic performance

The use of instructional materials such as work books, textbooks, charts etc. improves the quality of learning, makes teachers work effectively, provides an enriched classroom atmosphere, engages students in the learning process and stimulates various senses of the body. This help the learner to learn better and therefore both male and female students perform better when taught with instructional materials (Ifeoma, 2013).

According to Jekayinfa (2010) teachers can be frustrated by inadequate supply and access to the teaching and learning resources to teach their subjects. Teaching materials should be available in the classroom or in the library at all time for the teachers. This was confirmed in a study carried out by the United Nations Educational, Scientific and Cultural Council (UNESCO, 2010) in Cameroon, Ghana, Kenya, Tanzania and Uganda, which found that the only teaching aids in classrooms were blackboard, chalk and duster. The visual aids (maps, charts, specimen and equipment) remained locked in the principals offices since classes did

not have doors and windows which frustrate teaching and learning leading to low academic achievements.

Hallack (1990) highlighted teaching facilities as major factor influencing achievement in the school system. He emphasized that the availability, relevance and adequacy of the facilities contribute to the students' achievement. This was supported by Ahunaya and Ubabudu (2006) who also reiterated that the provision of adequate teaching facilities was important for effective teaching and learning to take place. Their study found that there was a positive relationship between teaching facilities and school effectiveness.

Ngure (2009) in his study on the impact of resource utilization in Mathoya Sub-county found that only 30 percent of the schools used charts and teaching aids or had adequate text books and teachers' guides leading to low grades. The use of chalkboard geometrical instruments facilitates proper and accurate drawing of figures on the board and therefore achievement in mathematics could be improved if teachers made use of geometrical instruments when teaching (Mbugua, 2011).

2.3. The effect of student - teacher ratio on academic achievement

Teachers are an indispensable resource in teaching and learning process but as UNESCO found out in a study in Cameroon, Kenya, Tanzania and Uganda, they can be ineffective in large classes. Teachers can be overburdened reducing individual attention to learners (UNESCO 2010). Ngure (2009) asserts that the availability and utilization of teachers determines the success or failure of the educational system. The extent of teacher utilization

is therefore determined by the number of students assigned to them for teaching which is referred to as the student – teacher ratio (STR).

Crowded classes do not provide a good atmosphere for the use of teaching and learning materials during lessons (Mbugua, 2011). Angrist and Lavy (1999) in their research consistently demonstrated positive effects of smaller class sizes on standardized tests especially for the disadvantaged youth. Becke (2006) also found that students' achievement was a function of class size and pupil: teacher ratio. Smaller classes showed higher scores in mathematics and annual reading skills. It enables the teacher to look for methods of encouraging students and help the performance of the entire school (Diaz, Felt, Garcia & Crisoto 2003).

Some scholars such as Hanushek (1997) Wright, Horn and Sanders (1997) found that smaller class sizes in themselves do not lead to higher achievement but that interaction effects are important such as family background, class teacher and school. This was contradicted by Kruegger (1999) who in a study randomly allocated children from kindergarten to grades 1 to 3 to large classes of 22-24 pupils and into small classes of 14-16 pupils. Teachers were also allocated to classes on a random basis. The pupils were assessed on a standardized test and after the first year the children in smaller classes did significantly better than their peers in large classes by 5-8 percent. This forms the basis of this research to establish the actual effect of teacher student ratio or class size on the pupil's performance in Kenya Certificate of Primary Education.

2.4. The effect of Supervision of learning activities by the school Administration on academic performance

Administration refers to all activities that are done in order to plan, organize and run a business, school or any other institution. It is the act or the process of organizing the way that something is done. Nyangak and Odongo (2013) in their study on the impact of leadership styles of head teachers in secondary found a strong relationship between participatory structure of the administration and students' academic achievement. Lezotte (2010) argued that some correlates of effective schools are strong instructional leadership and strong monitoring. The instructional role of the head teacher is supervising the teachers work by inspecting records of work such as schemes, lesson books and class attendance records. Those who supervised led to proper tuition and revision, syllabus coverage, proper testing leading to better performance.

According to Ogecha, Njuguna and Waweru (2013) who studied performance in schools in central province of Kenya, if student progress is frequently monitored by the school administration the results should be used to improve individual behavior and performance. Nyambuto and Njoroge (2014) supported monitoring of the curriculum arguing that the head teacher should intensify lesson observation as part of monitoring curriculum implementation and giving feedback. The head teacher should also intensify monitoring, coaching and professional guidance.

2.5 The effect of parental involvement on pupil's academic achievement

According to Howard and Reynolds (2008) parental involvement refers to parents support to their children in academic and career pursuits and distinctive interactions such as helping students with their homework, expressing their expectations of school performance and creating emotionally supportive home environments. Their studies in America found that African students received less parental support which was related to low academic success and a low likelihood of enrolling in college.

If a parent sets apart time to help a child in homework, the child will most likely develop interest in school work and apply themselves to school work diligently (Hountenville & Conway, 2008). Jeynes (2005) confirms that when parents buy books to augment those by the school, provide conducive learning atmosphere at home and give themselves time to positively discuss with the child issues related to school, the child will learn effectively and produce good results. Desforges (2003) argued that parent's interest in the child is expressed through interaction with the child and discussions about school and learning that have a beneficial impact on the child's behavior and achievement. The parent's values and educational aspirations are seen in their enthusiasm and parenting style. They are internalized by the pupils and influence their self-perception as learners and their motivation, self-esteem and educational aspirations.

2.6. Summary of related literature

This chapter has discussed the impact of teaching and learning materials, teacher-pupil ratio, administrative roles and parental involvements on pupil's academic performance in

the Kenya Certificate of Primary Education. Many studies such as Ngure (2009) in Mathioya sub-county and Mbugua (2011) in Kenya agree that teaching and learning resources have a significant effect on academic performance. Afolabi (2005), Becke (2006) and Hanushek (1997) found that smaller classes correlates to high academic achievement while Stephen (2005), Nyangak and Odongo (2013) and Lezotte (2010) found monitoring and supervision of teaching and learning to have positive impacts on academic achievement. The study established whether the administration in the schools has provided adequate teaching and learning materials using funds for free primary education, supervised the teaching and learning activities as advised during education days which should have resulted in better scores in K.C.P.E. None of the studies was specific to Kilungu sub-county yet some of the factors may be responsible for the performance in Kilungu sub-county. Many activities were undertaken such as organizing workshops on preparation of pupils for K.C.P.E and trends in marking of exams with the aim of improving performance in K.C.P.E. The evidence of the availability of these factors needs to be obtained.

2.7. Theoretical frame work

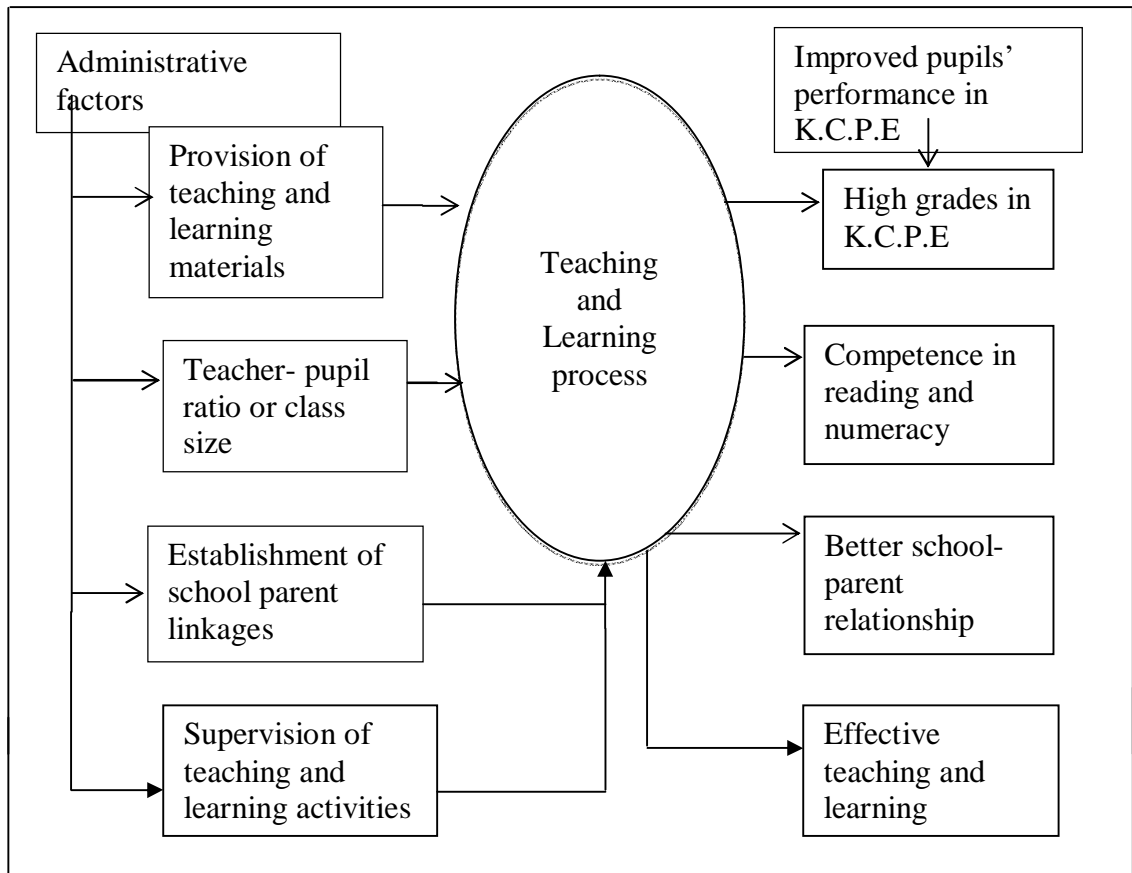
The study was guided by the systems theory advanced by Ludwig Von Bertalanffy (1926). A system is a complex of elements standing in interaction with cycles of events such as inputs, processes and outputs. The system has a boundary that filters inputs into and outputs from the system (Bertalanffy, 1971). A system is open if it has continual input and output of matter from the environment (Schumch, 1977).

The school is an open system made of several sub- systems interacting yet it is sub- system of the nations' education system. It receives inputs in the form of students, teachers, administrators, teaching and learning materials, infrastructure etc. The inputs interact in the process of instruction, teaching and learning, supervision of school Activities and classroom operations to produce an output of educated school leavers with the right knowledge, attitudes, skills, social aims and objectives.

2.8. Conceptual framework

Mugenda and Mugenda (2003) define conceptual framework as a hypothesized model of identified concepts under study and their relationships. This study aimed at finding out the administrative factors that affect pupil's performance in the Kenya Certificate of Primary Education.

Fig. 2.1 Administrative factors influencing pupil’s performance in K.C.P.E.



The pupils’ achievement in K.C.P.E is affected by availability of teaching and learning materials, teacher-pupil ratio, management of teaching and learning activities and the involvement of parents in their pupils learning. These are the inputs that interact through the processes of teaching and learning to produce an output of improved academic achievement as reflected in higher grades in the K.C.P.E examination, improved competence in reading and numeracy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the techniques that were used in the study. It highlights the location of the study, the research design, the population to be studied and the sampling procedure, the tools to be used to collect data and the data analysis and presentation techniques that will be used in the study.

3.2 Research design

This study used the *ex post facto* descriptive design. Descriptive designs determine the relationship between one thing (the independent variable) and another (the dependent variable) in a population. They answer questions of what, how and why something happened (Hopkins, 2008). Descriptive designs also describe the statistical association between two or more variables without manipulating them. The relationship between administrative factors which is the independent variable and pupils performance in the Kenya Certificate of Primary Education (the dependent variable) will be established without making any attempts to manipulate them.

3.3 Target population

Best and Kahn (2004) define target population as a group of individuals with one or more characteristics of interest to a researcher. This is the larger population to whom the research study results are to be generalized (Burke & Larry, 2000). This study was carried out in Kilungu sub-county Makueni County. There are a total of 57 primary schools in the sub-

county divided into three zones, Kilungu, Ilima and Nunguni each with nineteen primary schools. The target population was the fifty seven primary schools in Kilungu sub-county. The targeted respondents were the 57 Head teachers, 57 deputy Head teachers, 57 standard eight class teachers and the 2118 standard eight pupils in Kilungu sub-county (Sub- County Education Office- Kilungu). The Head teachers and their deputies are believed to have rich information on the school activities being the administrators and the custodians of school records on the variables of study. The class teachers in standard eight have information on availability and use of the teaching and learning resources available to the pupils and the involvement of parents in their pupils learning. The pupils can confirm the information from teachers.

3.4 Sample size and sampling procedure

A sample is a smaller group attained from the accessible population (Mugenda & Mugenda 2004). According to the Random sampling.org (2014) the best way to achieve unbiased results in a study is by random sampling. It chooses respondents through unpredictable means and also gives all subjects an equal chance of being selected out of the population being studied.

Using stratified sampling technique the schools were first grouped into the three zones they are located. To ensure that all zones are represented, 50 percent of the schools in each zone were sampled using simple random sampling. This was be done by writing the names of all the schools from each zone on papers and randomly picking nine schools from each zone. This gave; $50\% \times 19 = 9.5$. Nine schools were sampled from each zone including the

boarding school from Kilungu zone. This gave a total of 27 schools which is fifty percent of the schools in Kilungu sub-county which is representative.

From each of the schools 25 percent of the pupils were randomly sampled from the standard eight classes to ensure proportionate representation of the school's enrolment. The pupils were sampled as five boys and five girls in mixed schools. Half of the sampled pupils were sampled using the Quota sample in mixed schools to have 50 percent being boys and 50 percent girls.

3.5 Research Instruments

A questionnaire developed by the researcher was used to get the required information from the head teachers and deputy head teachers (appendix B), standard eight class teachers (appendix C) and standard eight pupils (appendix D). The questionnaire consisted of both open and closed questions. Open ended question allowed respondents to give their own views while the closed question gave alternatives to choose from. The questionnaires were in two sections A and B section. Section A consisted of questions aimed at getting general information about the respondents while section B consisted of specific questions related to the objectives of the study.

Records showing minutes of staff meetings, schemes and records of work, evaluation of pupils' academic progress and attendance of parents to parents meetings and school academic days were reviewed. This was done by analyzing and coding their availability and inspection by the school administration.

3.5.1 Validity of the instruments

Validity is the extent to which a test measures what it is supposed to measure (Tuckman, 1994). This is corroborated by McMillan and Schumacher (2010) that it is the truthfulness of findings and the degree of accuracy of explanations. To ensure internal validity the researcher administered the questionnaire in person while external validity was ensured by selecting the sample from the target population of all the primary schools in the sub-county as recommended by Mugenda and Mugenda (1999). The research supervisors are experts and advised on the validity of the questionnaire.

3.5.2 Reliability of the instrument

Reliability is the degree to which a research instrument yields consistent results after repeated tests (Mugenda & Mugenda, 2003). The test-retest technique was used in determining the reliability of the research instruments. Test-retest is the technique of applying the same test twice to the same group (Mugenda & Mugenda, 2003). If the results of the two tests are highly inconsistent then reliability is low. The questionnaire will be administered twice in two schools within a two week interval to test their reliability.

The reliability is calculated by relating the scores from the two tests using the Pearson product moment coefficient of correlation or the reliability coefficient. For the test to be reliable the coefficient should be between 0 and 1.

The formula for computing the Pearson product moment of correlation is;

$$r_{xy} = \frac{\sum(x-\bar{x})(y-\bar{y})}{\sqrt{[\sum(x-\bar{x})^2][\sum(y-\bar{y})^2]}}$$

Where: X -Score of one person on one variable. \bar{X} - The mean score of the first distribution.

y - score of one person on the other variable. \bar{y} - The mean score of the second distribution.

For purposes of this study the questionnaire was piloted in two schools which were not take part in the study within two weeks. The scores were co-related to get the co-efficient of reliability for the instrument using the Pearson product moment of correlation. The value of r_{xy} was 0.87 and the questionnaire was accepted as reliable.

3.6 Procedure for data collection

The researcher obtained an introductory letter from the University of Nairobi and a permit from the National Commission for Science, Technology and innovation to collect data. The researcher then visited the selected schools to administer the questionnaires to the head teachers, the deputy head teachers, class teachers and the class eight pupils. They were requested to fill the questionnaires and hand them back within two weeks.

3.7 Data analysis techniques

The data was first coded and prepared by checking it for accuracy. It was then analyzed by calculating measures of central tendency including the mean, percentages, range and the mode of schools that provided adequate teaching and learning resources, teacher- student ratio in schools, supervised teaching and learning activities and involved parents in pupils learning. Qualitative data analysis was done by describing the distribution of single

variables e.g. availability of teaching and learning resources and the frequency of carrying out of administrative roles.

The relationship and links between the independent and the dependent variables has been discussed by comparing the pupils' performance with availability of resources, pupil-teacher ratios and supervision of teaching and learning. Quantitative measures of dependence and relationship between the variables have been shown through tabulation of the schools scores compared to adequacy of teaching and learning resources, teacher: pupil ratios, supervision of teaching and learning activities and involvement of parents in learning. The data is then presented through calculation of fractions and percentage of each variable and graphical method to show frequency distributions by using bar graphs, pie-charts and histograms.

3.8 Ethical considerations

Confidentiality and privacy was maintained during the study. The information was not released to any other person nor was it used for any other purpose other than this study. Anonymity was maintained since no school or responded expected to give their names on the questionnaires. The study was purely for educational purposes; conclusions are purely based on the collected data. The consent of the head teacher or the school administration was sought before administering the questionnaire to the pupils.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study was an evaluation of the administrative factors influencing pupils' performance in the Kenya certificate of primary education in Kilungu sub-county, Makueni County. This section focuses on the analysis and interpretation of data and discussion of the findings. The purpose of collecting the data was to establish the administrative factors influencing pupils' performance in the KCPE examination. The respondents were the head teachers, deputy head teachers, standard eight class teachers and standard eight pupils from the primary schools in Kilungu sub county. After collection the data was coded and systematically analyzed.

4.2 Questionnaire return rate

This refers to the proportion of questionnaire that was returned to the researcher from the sample of 27 head teachers and deputy head teachers, 27 class teachers and 280 pupils who took part in the study. One head teacher did not return questionnaire making the return rate 99 percent. Five class teachers did not return their questionnaire making the questionnaire return rate 81 percent. Fourteen pupils did not return the questionnaire making the questionnaire return rate 95 percent. These return rates were adequate since according to Nulty (2008) a return rate of 50 percent is regarded as acceptable in social research.

4.3 Demographic data of the respondents

The respondents were asked to give information about their gender. The results are given in table 4.1

Table 4.1 Gender of respondents

	Principals	Class teachers	Pupils
	Frequency %	Frequency %	Frequency %
Male	19 75	16 75	118 46
Female	7 25	6 25	138 54
Total	26 100	22 100	256 100

Table 4.1 indicates that males dominate the head teacher, deputy head teacher and class teacher positions among the three positions. Studies show that male teachers tend to be more authoritative and instrumental whereas female teacher tend to be more supportive and expressive.

The students were asked to give their age. The aim was to find out if the students were above the primary school age which is a sign of poor transition rate associated with forced repetition as found through interview with the girls.

Table 4.2 Age of standard eight pupils

Years	Below 13 years		13-14		15-16		17-18	
	Frequency%		Frequency%		Frequency %		Frequency %	
Boys	5	2	49	19	41	16	10	4
Girls	5	2	69	27	53	21	3	1
TOTAL	10	4	118	46	94	37	13	5

The table shows that 42 percent of the pupils were above 14 years the expected age of standard eight pupil. This points to high repetition rates at the primary schools in Kilungu sub-county. The pupils have therefore been in primary school longer than the expected eight years in primary school. Researchers have found out that repetition may negatively affect pupils performance for they tend to have negative attitude towards education.

The head teachers were asked the length of service as head teacher and the number of years served in the current station. The aim was to establish whether the head teachers had been in the schools long enough to know the adequacy of resources, parents concern of their pupils and the supervision of teaching and learning. The results are as shown in diagram 4.1.

Diagram 4.1 Years of service as head teacher and years served in current station

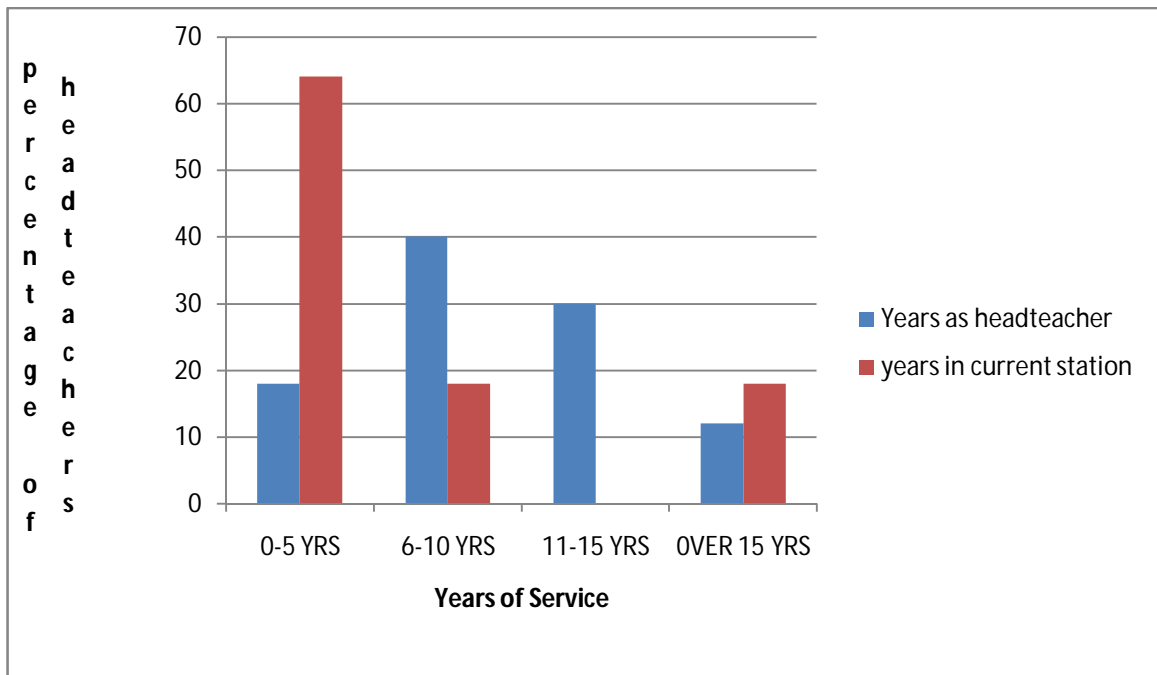


Figure 4.1 Indicates that majority of the head teachers 40 percent had served between 6-10 years as head teachers. The head teachers therefore have enough experience in running schools.

This indicates that they understand the requirements for effective teaching and learning. This also gives them enough time to influence the performance of the pupils in KCPE either positively or negatively through provision of teaching and learning resources, establishing appropriate teacher pupil ratios supervising teaching and learning and involving parents in their pupils learning.

The class teachers were asked to state the number of years they had been class teachers for their current class and the mean score for the last two terms. The results are tabulated below.

Table 4.3 Number of years as class teacher for the current class and the class mean score

Number of years	Frequency	Percentage	Mean score
1-2	12	55	275
3-4	4	18	256
5-6	4	18	245
7-8	2	9	255

Majority of the class teachers 55 percent had been with the class for 2 years they therefore have knowledge of the availability and use of resources and attendance to school by both pupils and teachers. They are also aware of the schools performance in KCPE for the last two years and therefore give accurate information.

4.4 Analysis of data

The study was guided by four objectives to establish the influence of provision of teaching learning resources by the head teacher on pupils performance in K.C.P.E, to determine the effect of teacher pupil ratios maintained by the head teacher on performance in K.C.P.E, to establish the effect of supervision of teaching and learning activities by the administration on performance in K.C.P.E and to establish how the

involvement of parents in school activities by the administration effects pupils performance in K.C.P.E in Kilungu sub-county.

4.4.1 The influence of provision of teaching and learning resources by the administration.

The first objective was to establish the effect of provision of adequate teaching and learning resources by the administration on the pupils performance in K.C.P.E. The adequacy of resources was indicated by the text book: pupil ratio and the availability of other resources such as wall charts, maps to reinforce teaching. A text book: pupil ratio of 1:1 was considered adequate for teaching and learning as found by Ngure (2009) in Mathioya sub-county that schools should have text book: pupil ratio of 1:1 for students to enable each student benefit.

The head teachers and their deputies were asked to indicate the availability of teaching and learning resources. All the schools reported that they had textbooks in English, mathematics, social science and religion, science and revision textbooks. Forty seven percent of the school did not have any wall chart or map for use in classes seven and eight while 35 percent of the schools only had one chart and map for use in standard seven and eight. The finding is the head teachers provide only textbooks and revision text books for teaching and learning but do not provide wall charts and maps that reinforce learning. This prevents effective teaching and learning as found by Etsey (2005) in Ghana that instructional resources such as textbooks, charts and maps improved the mean gain among students.

The class teachers were asked to give the average text book pupil ratio in class eight in all the subjects. This was compared to the mean score of the class as given by the class teacher. The results are given in table 4.4.

Table 4.4 Text book ratio compared to class man score

Text book pupil ratio	Frequency	Mean score
1.1	1	312
1.2	4	277
1.3	4	253
1.4	5	230
1.5	4	228
1.6	2	218
1.7	2	187
Total	22	

The results clearly indicate that as the textbook: student ratio increased the mean score of the classes went down. Although the head teachers had indicated that they provided text books for their classes only one school had attained a textbook. Pupil ratio of 1:1 and whose mean score was significantly different from the others since it was above 300 marks. The effect of textbooks was strongly supported by Njoroge, Changeiywo and Ndiragu (2014) who investigated the use teaching resources ‘in physics in Nyeri and found that the mean score was higher in students taught with learning and teaching resources than those taught using normal methods.

The head teachers and class teacher were then asked if the teaching and learning resources were available /accessible to the teachers. All the head teachers and the class teachers

indicated that teachers had access to the teaching and learning resources. They were then asked if the teachers used the resources in teaching the results were as shown in figure 4.2

4.2 The use of teaching and learning resources in teaching

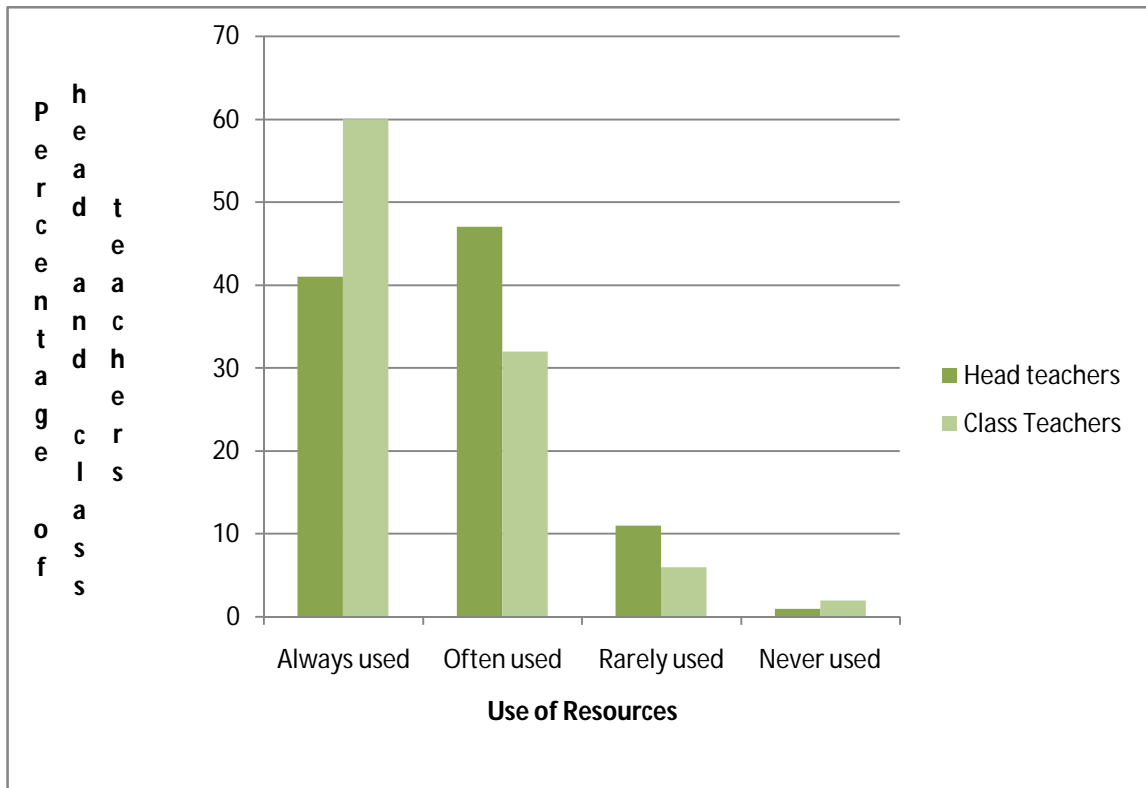


Figure 4.2 shows that in 41 percent of the schools according to the head teachers and 34 percent according to the class teachers, teachers always used the available teaching and learning resources. 47 percent of teachers often used the resources according to the head teachers and 34 percent according to the class teachers, while 11 percent and 6 percent according to the head teachers and class teachers respectively rarely used the resources. On average therefore 50 percent of the schools always used the resources, 40 percent often

used while 8 percent rarely used the books. When the mean score of the schools was validated the results were as in table 4.5 below.

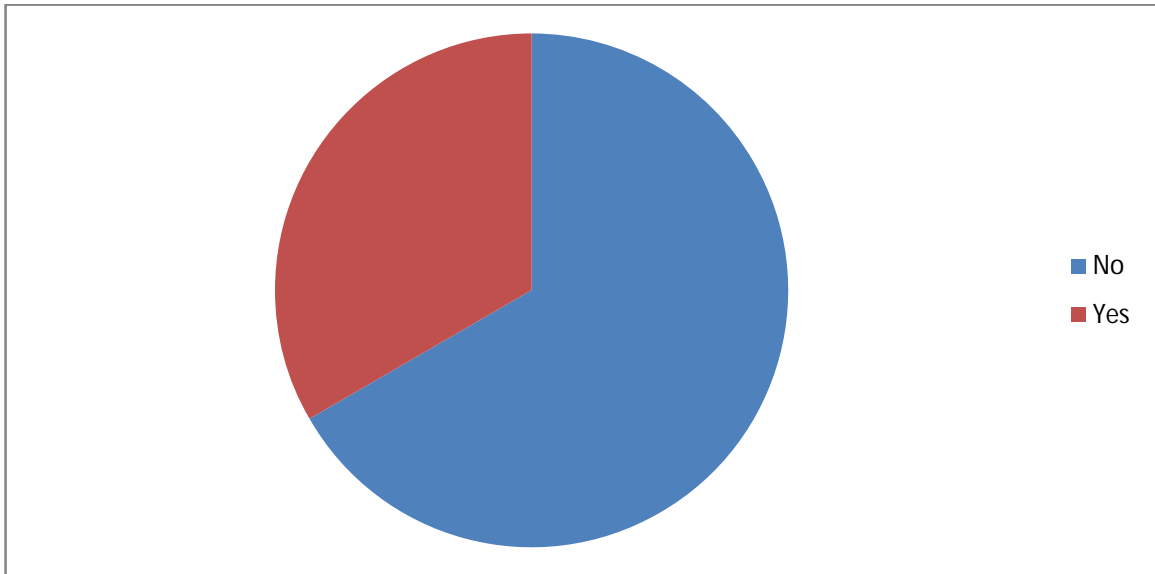
Table 4.5 Mean score of schools and use of teaching and learning resources

Use of teaching & learning resources	Mean score
Always used	312
Often used	270
Rarely used	226

The results agree with the findings of Ifeoma (2013) in Nigeria that use of on structural materials improved the percentage mean score of students.

The standard eight pupils were then asked whether they had a textbook in each of the subjects. Their responses are shown in Figure 4.3

Figure 4.3 Availability of textbook in each subject taught in standard 8

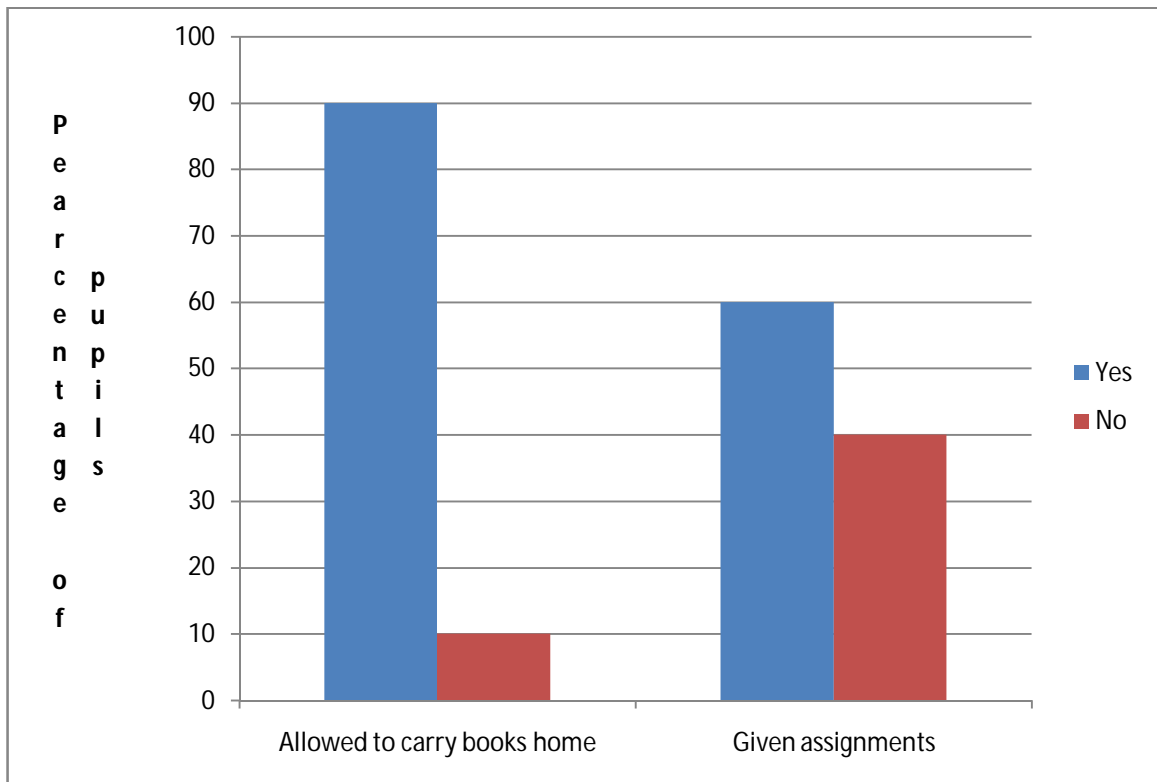


From figure 4.3, 67 percent did not have a textbook in all the subjects. This implies that majority of the pupils are not able to read ahead of the teacher and learn through demonstration that are provided in text books as argued by Hallack (1990) that availability , relevance and adequacy of facilities positively contributes to students achievement.

The pupils were also asked whether the books were provided in school or at home. Their responses 90 percent indicated that they had a textbook from school. This indicates that at least all the schools had attempted to provide a text book to the students. The schools should however increase the textbooks pupil/ratio to 1:1 to enable each student benefit as argued by Ngure (2009) that schools have adequate textbooks and teachers guide since lack of adequate resources in Mathioya sub-county led to low grades.

The pupils were asked whether they are allowed to carry the textbooks home and if the teachers gave them assignments from the textbooks. The results were as shown in the figure 4.4.

Figure 4.4 Pupils carry books home and are given assignments



From figure 4.4, 90 percent of the pupils are allowed to carry the books home while 10 percent are not. The students should have access to the books so that parents can assist them in reading and assignments as argued by Jekayinfa (2010) that teachers and pupils should have access to the teaching and learning resources all the time. The figure also shows that 40 percent of the pupils are not given assignments from the text books. This

suggests that a large percentage of the pupils may not be making use of the text books which may be one of the causes of low performance in KCPE.

The mean score of the schools in the years 2013 and 2014 was compared to the availability of adequate teaching and learning resources to show the effect of the provision of adequate resources. The outcome is shown in table 4.6.

Table 4.6 K.C.P.E in 2013 and 2014 mean scores compared to provision of teaching and learning resources

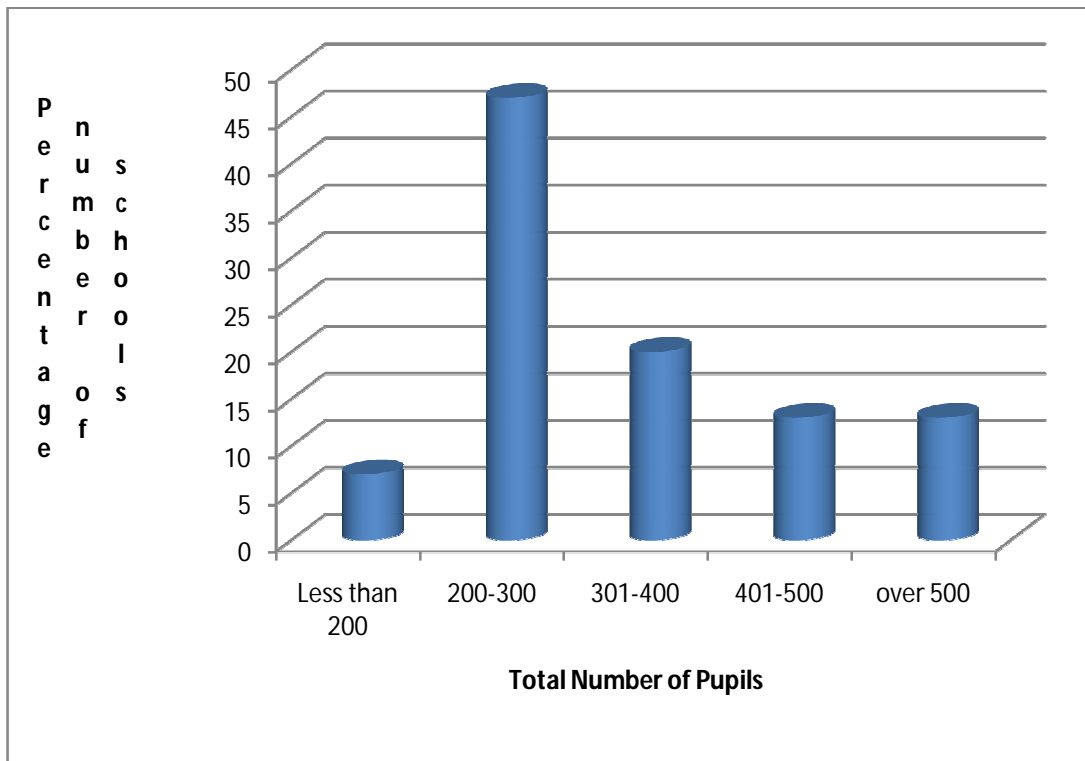
	Below 200 marks		200 -250 marks		251 – 300 marks		301 – 350 marks		Above 350 marks	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Adequate resources	0	0	0	0	18%	19%	5%	4%	0	0
Inadequate resources	9%	12%	68%	65%	0	0	0	0	0	0

From table 4.6, 77 percent of the schools had a mean score of less than 250 marks. Interview with the head teachers established that schools did not provide extra reading resources but rewrite on the once provided by the ministry. This may have negatively affected performance. The schools had a text book: pupil ratio of more than 1:2. This led to poor academic achievement as found by Etsey (2005) in Ghana that text books improved the mean gain of students.

4.4.2 The effect of teacher pupil ratio on pupils' performance in KCPE

The second objective was to establish the effect of teacher: pupil ratio on the pupils performance in KCPE in Kilungu sub-county. The head teachers were asked give the total enrolment of their schools. The responses are shown in Figure 4.5.

Figure 4.5 Total number of pupils per school



From figure 4.5 the majority of the schools 47 percent had between 200-300 pupils. All the schools reported to have eight classes, each class is therefore expected to have a maximum of 40 pupils as recommended by Angrist and Lavy (1999) that a class cannot exceed 40 pupils since there was a positive link between smaller classes and student achievement.

The standard eight class teachers were then asked the total number of pupils in their classes.

The results are indicated in table 4.7.

Table 4.7 Number of pupils in standard eight

No of students in class eight	Frequency	Percentage
Below 20	4	20
20-30	8	40
31-40	4	20
41-50	4	20
Above 50	0	0
TOTAL	22	100

From table 4.7 majority of the schools 40 percent had between 20-30 pupils in class eight. Through interview with the class teachers it was established that they were comfortable with the class eight sizes. The class sizes in class eight was therefore adequate as postulated by Angrist and Lavy (1999) that the ideal class size is 40 pupils for effective teacher and pupil integration but had high workload for the lower classes had more than 40 pupils.

The head teachers were asked to indicate the school C.B.E and the total number of T.S.C employed teachers in the school. They were also asked to indicate the total number of teacher in the school enumerated as T.S.C employed and parents association employed. All the sampled schools reported employing between 1 and 3 teachers. This indicates high teacher shortage. This prevents effective learning as argued by Ngure (2009) that the

availability and utilization of teachers determines the success in failure of the education system.

A comparison between the school's class based establishment and the number of teachers posted in the school by the teachers service, commission was done as shown in figure 4.6. The schools were grouped according to their class based establishment and the average number of teachers for that C.B.E taken as the actual number posted by the TSC in the schools.

Figure 4.6 C.B.E Compared to number of teachers posted by TSC

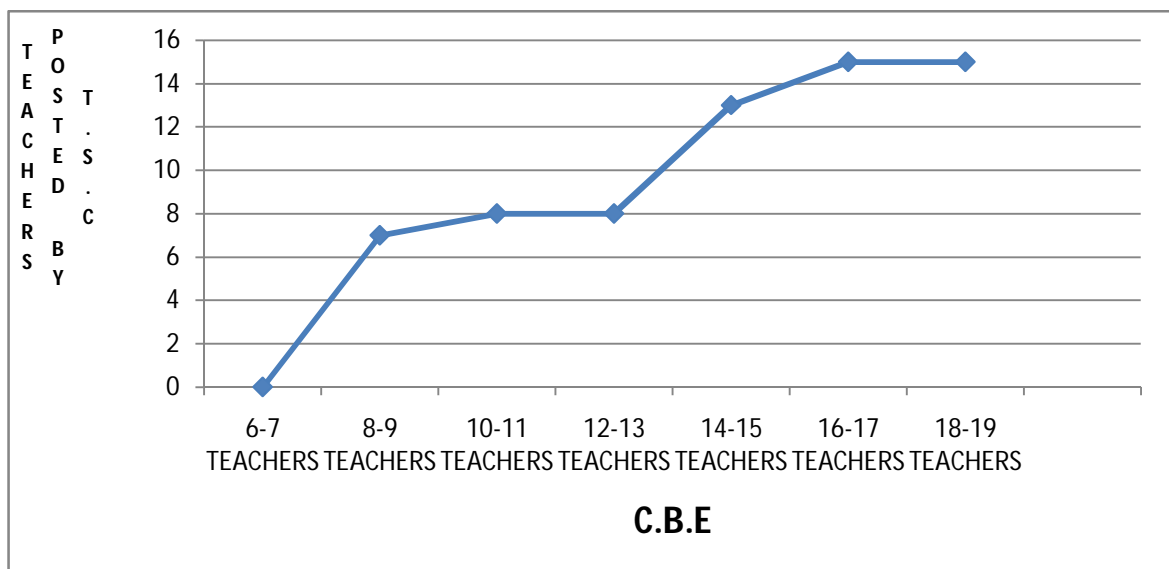


Figure 4.6 reveals that none of the schools had teachers equal to the schools C.B.E. This implies that the pupil; teacher ratio in Kilungu are high. The higher the pupil: teacher ratio the lower the effectiveness in teaching as found by UNESCO (2010) in Tanzania that when the teacher pupil ratio is high there is hardly individual help leading to low academic achievement.

The number of teachers in the schools was then compared to the school mean score in K.C.P.E in the years 2013 and 2014. The outcomes are tabulated in table 4.8.

Table 4.8 K.C.P.E mean scores in 2013 and 2014 compared to the number of teachers in the school

	Below 200 marks		200 -250 marks		251 – 300 marks		301 – 350 marks		Above 350 marks	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Adequate teacher: pupil ratio	2%	0	10%	3%	9%	15%	5%	4%	0	0
Inadequate teacher: pupil ratio	7%	12%	58%	62%	9%	4%	0	0	0	0

From table 4.8; it was discovered that only 5 percent and 4 percent of schools had adequate number of teachers in year 2013 and 2014 respectively. It is the same schools which posted the highest mean scores of between 301-350 marks in the same years. The finding concurs with that of UNESCO (2010) in Tanzania that when the teacher: pupil ratio is high there is no individual help to pupils leading to low academic achievement. All school should have enough teachers corresponding to the C.B.E.

The deputy head teachers were asked to indicate the highest and the lowest number of lessons per teacher in the schools. The responses are shown in figure 4:7.

Figure 4.7 The highest and lowest teacher’s workload per week

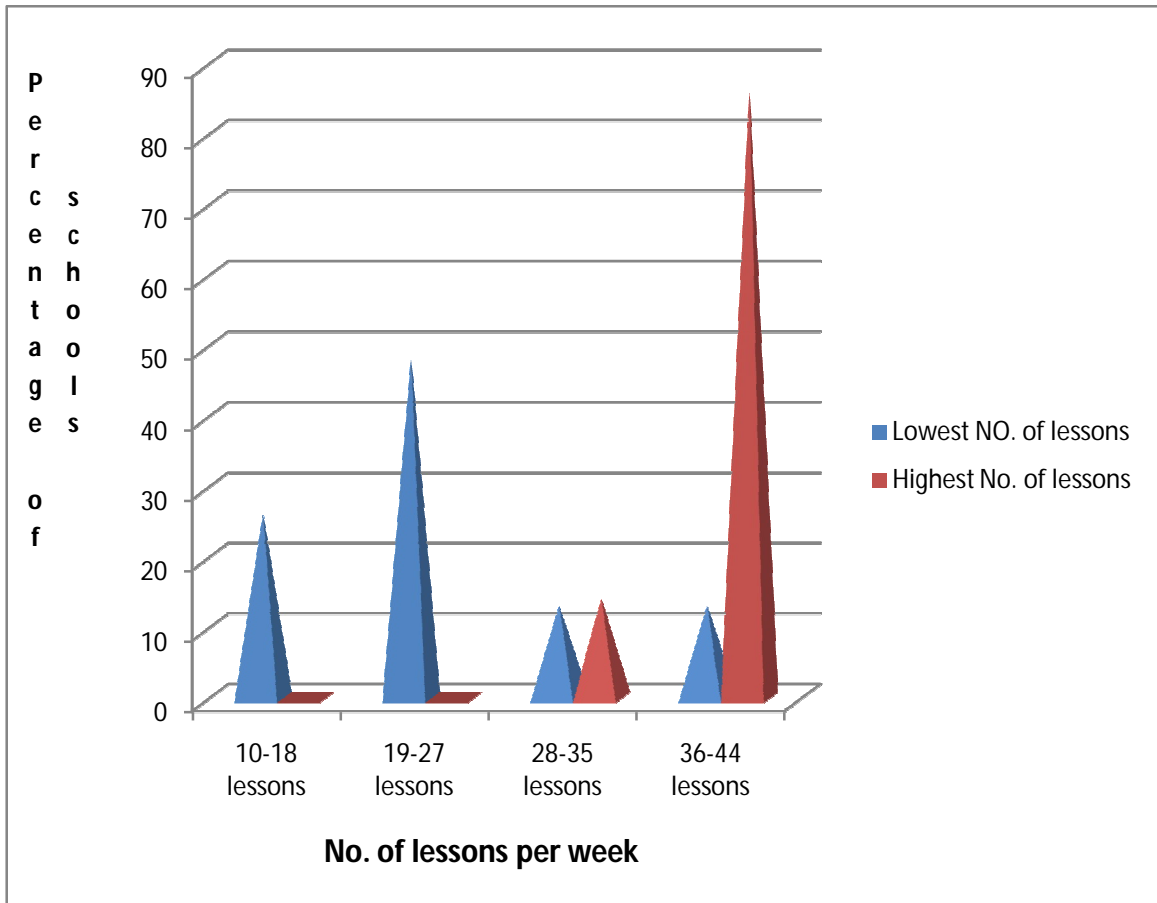


Figure 4.7 shows that in majority of the schools 86 percent had a workload of between 36-40 lessons per week. This shows a very high workload resulting from high pupil: teacher ratios which compromises teaching and learning as found by Gakure, Mukure and Githae (2013) in Gatanga sub-county of Kenya that high workloads compromised effective class management leading to decline in academic achievement.

The class teachers were asked to state the total number of teachers handling class eight in the school. Their responses indicated that in more than 90 percent of the schools less than five teachers were handling standard eight. The pupils were then asked to state whether any teacher taught more than two subjects in standard eight. The results from the pupils are as indicated in figure 4.8.

Figure 4.8 Number of Teachers teaching more than one subject in standard eight

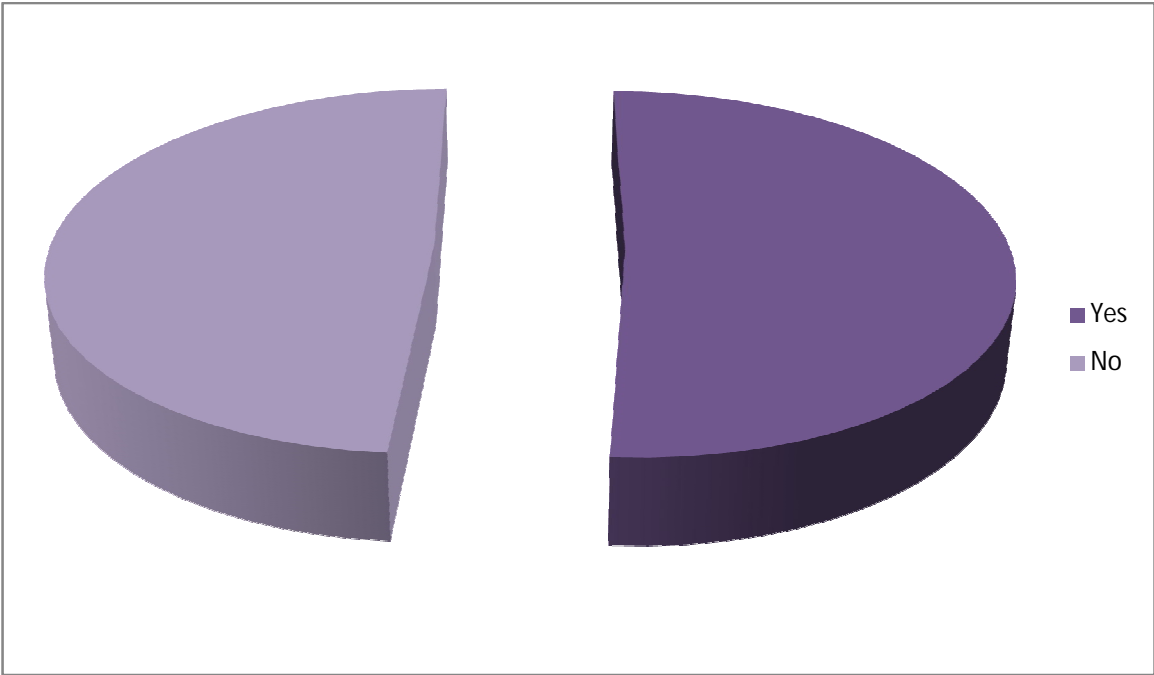


Figure 4.8 shows that 51 percent of the schools were having teachers who teach more than one subject. This shows that majority of the schools did not have adequate teachers to teach only one subject in standard eight. This is responsible for the low academic performance in many schools since teachers did not have adequate time to prepare as argued by Becke (2006) that smaller classes enable teachers to look for methods of motivating the pupils.

4.4.3.The effect of supervision of teaching and learning activities by the head teacher on pupil performance in K.C.P.E in Kilungu Sub-County

The third objective was to establish the effect of supervision of teaching and learning activities by the head teacher on pupils’ performance. The head teachers were asked whether they held meetings with the rest of the teachers to discuss academic performance. All indicated Yes. They were then asked how often they held the meetings to discuss academic performance. The results are shown in table 4.9

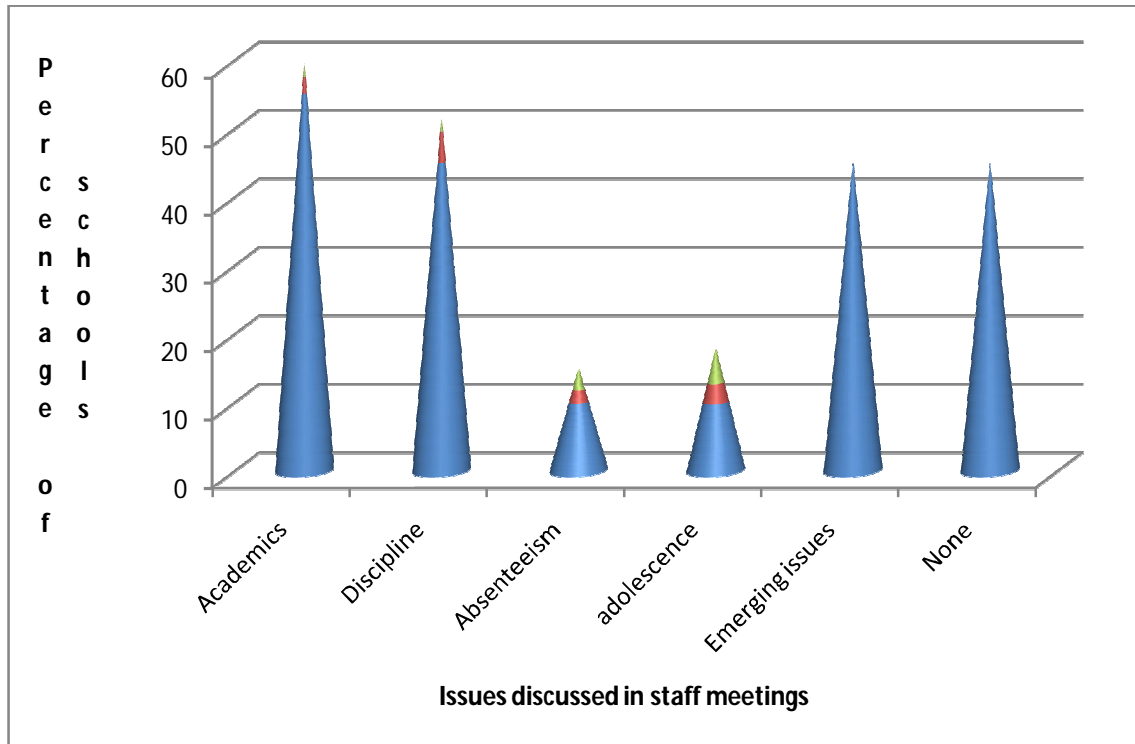
Table 4.9 Frequency of holding meetings to discuss academic performance in primary schools

Frequency	Percentage of Head teachers	Percentage of Class teachers
Weekly	-	-
Monthly	66	54
Termly	13	36
Not sure	20	9

The majority of the Head teachers 66 percent and class teachers 54 percent held meeting on monthly basis. This may be an indicator of failure on the administration to discuss causes of poor performance and put in place measures to improve the performance. This was supported by Veles (1993) who found that evaluation follow up by the administration had a positive relationship of 20 percent in improving academic achievement among primary schools in America.

The class teachers were requested to state the issues concerning their classes discussed during staff meetings. The responses are as shown in figure 4.9.

Figure 4.9 Issues concerning class eight discussed in staff meetings



From figure 4.9, 55 percent of the schools discussed academic performance concerning standard eight classes. This point to failure of the school administration bringing to the attention of all staff the causes of the low performance and charting ways of improving performance. This is part of the supervisory roles of the school administration as found by Nyangak and Odongo 2013 that a strong participatory leadership or administration had a strong positive relationship with students academic achievement.

The primary school head teachers requested to tabulate the methods they used to ensure syllabus coverage, attendance to class and students attendance to school. Their responses are tabulated in table 4.10.

Table 4.10 Supervision of teaching and learning activities by the administration

Teaching/ activity	Learning	Supervision activity	Percentage practicing
Syllabus coverage		1. Preparation of schemes and records of work	5
		2. Checking pupils work	25
		3. Assessing teachers preparation	10
		4. Checklist on syllabus coverage	5
Attendance to classes		1. Staff attendance register	5
		2. Monitoring by Deputy head teacher	20 5
		3. Walking around	
Pupils attendance to class		1. Mark and check register	45
		2. Class teachers report	10
		3. Reports by prefects and class monitors	50

From table 4.10 only 5 percent of the head teachers' ensured preparation of records of work. From the foregoing analysis the levels of supervision are very low and are likely to compromise effective teaching and learning. This will negatively affect the pupils' performance in academic as observed by Nyabuto and Njoroge (2014) that head teachers should intensify lesson observation monitoring coaching and professional guidance as ways

of supervising curriculum implementation. These are completely lacking in Kilungu sub-county primary schools.

The schools achievement in K.C.P.E was then compared between school that effectively supervised learning versus those which did not. The results are shown in table 4.11.

Table 4.11 K.C.P.E mean scores in 2013 and 2014 compared to the supervision of teaching and learning activities by the administration

	Below 200 marks	200 -250 marks	251 – 300 marks	301 – 350 marks	Above 350 marks					
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Supervised teaching and learning	0	0	0	0	1%	5%	5%	5%	0	0
Did not supervise teaching and learning	9%	12%	68%	65%	17%	16%	0	0	0	0

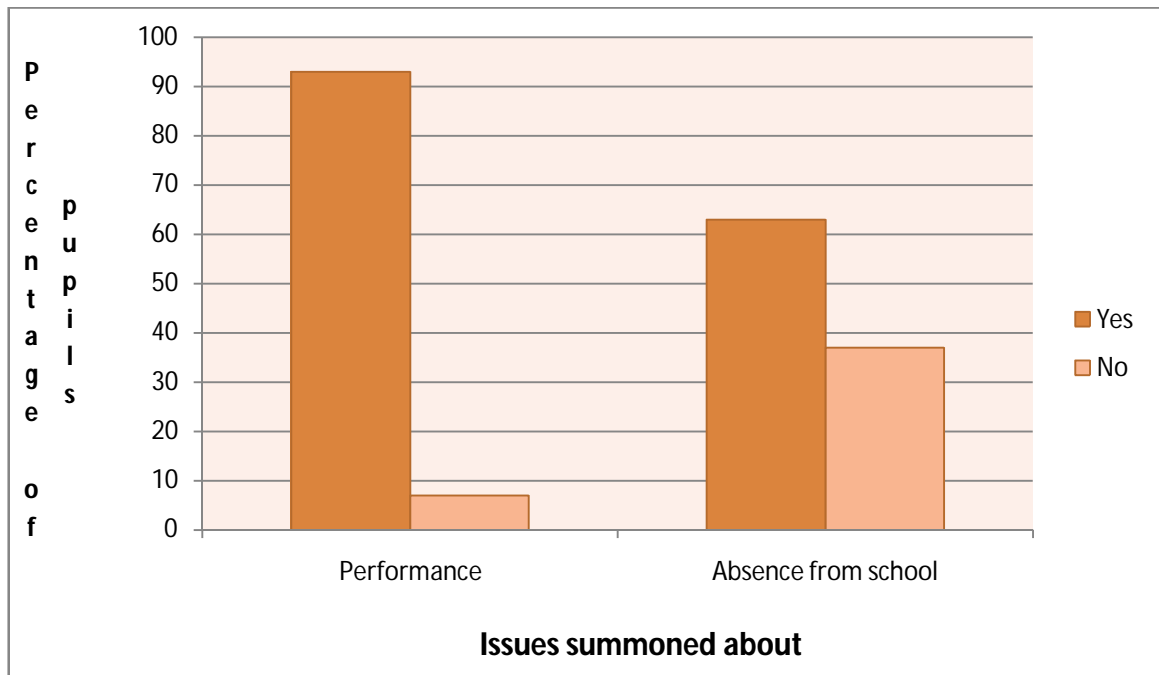
From table 4.11, it was discovered that only 5 percent of schools effectively supervised teaching and learning effectively in years 2013 and 2014 respect. It is the same schools

which posted the highest mean scores of between 301-350 marks in the same years. The finding concurs with that of Njoroge and Nyambuto (2014) that poor supervision of the curriculum implementation negatively affected pupils' academic achievement.

The class teachers were asked to indicate who had the responsibility of preparing schemes of work and records of work. Their response indicated that 50 percent were not aware of who was expected to prepare the documents. Asked on preparation of assessment reports the majority 63 percent of the class teachers never prepared assessment reports for their classes. This analysis depicts very low levels of supervision of learning and teaching activities by the school administration since its clear none of the documents was demanded from the teachers as their duty to prepare schemes of work, records of work covered as a weekly basis and class assessment reports. This is supported Lezotte (2010) who proposed that the instruction role of head teachers is supervising the teachers work by inspecting records of work, schemes of work, lesson books and class attendance records.

The pupils were then asked to state if those who did well in exams got any presents from school administration and all reported yes. This indicates that the head teachers were putting efforts to encourage the students to improve in academic performance. They were then asked whether the head teacher or deputy head teachers had asked them about their academic performance and absence from school. The response are shown in figure 4.10

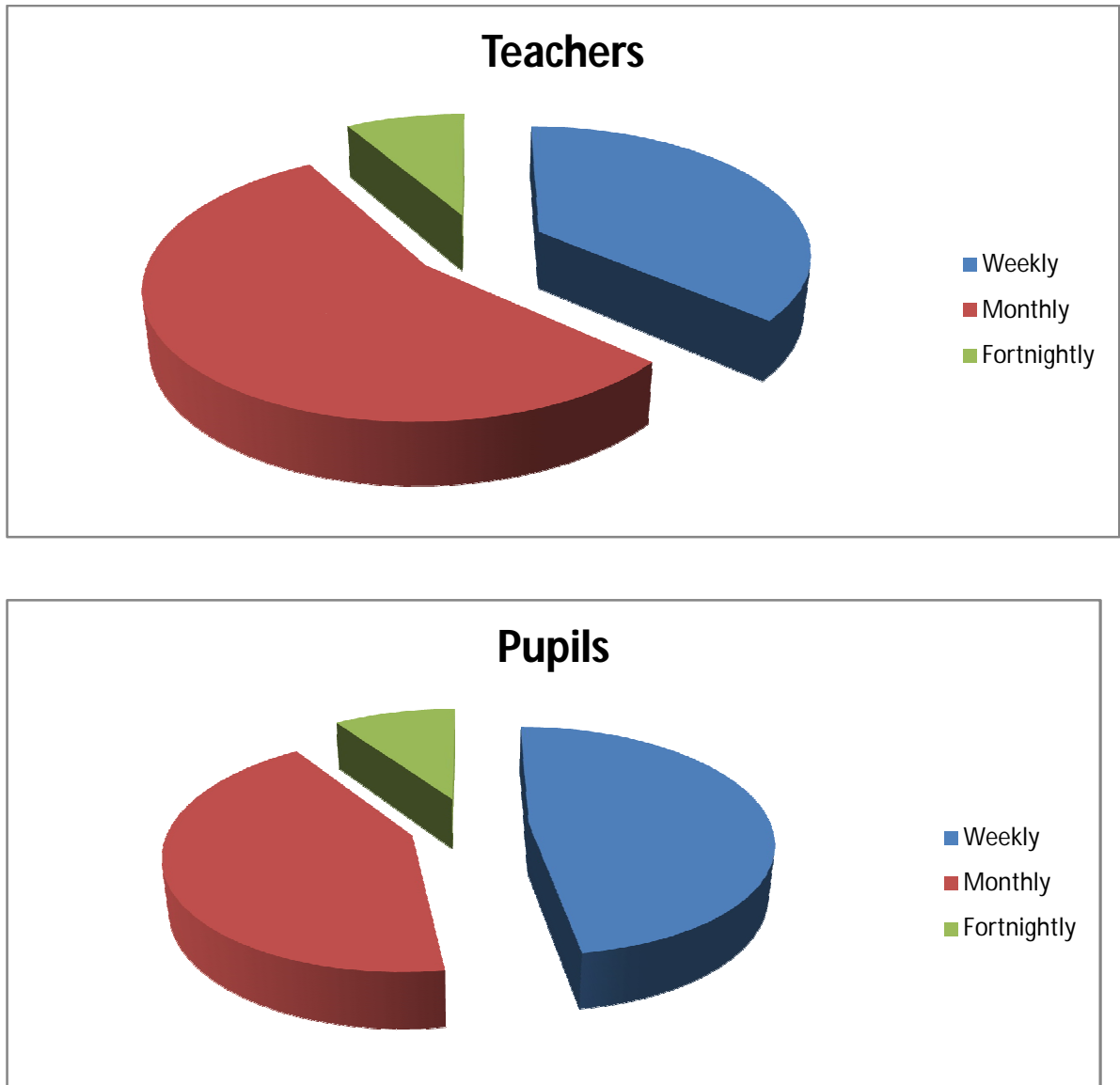
Figure 4.10 Pupils summoned by the school administration to discuss academic performance and administration



From figure 4.10, the head teachers had talked to 63 percent of the pupils on absence from school. This implies that 63 percent of the pupils had been absent during the term. This concurs with the postulates of Ogecha, Njuguna and Waweru (2013) that when the administration frequently monitored students' performance the results can be used to improve individual performance.

The pupils were then asked to indicate how often they and the teachers had been absent from school. The outcomes are as in figure 4.11.

Figure 4.11 Rate of absence among teachers and pupils



From figure 4.11, 39 percent of the teachers and 50 percent of the pupils were absent once per week. This high rate of absenteeism signifies weak supervision from the administration causing poor performance. This was also found by Velez (1993) in America in a study which concluded that teacher absenteeism was negatively related to academic achievement among pupils in primary schools. Etsey (2005) also found that in Ghana only 61 percent of

the teachers attended school daily in low performing schools compared to 81 percent in high performing schools. This compares to Kilungu where the study found that its only 61 percent of the teachers attended school regularly within a week.

4.4.4 The effect of parental involvement on pupils' academic achievement

The fourth objective was to evaluate the effect of involving parents in their pupils learning. The head teachers and class teachers were asked to state whether the school organized meetings with the parents and all responded yes. They were then requested to outline the issues discussed with the parents. Their responses are shown in table 4.12.

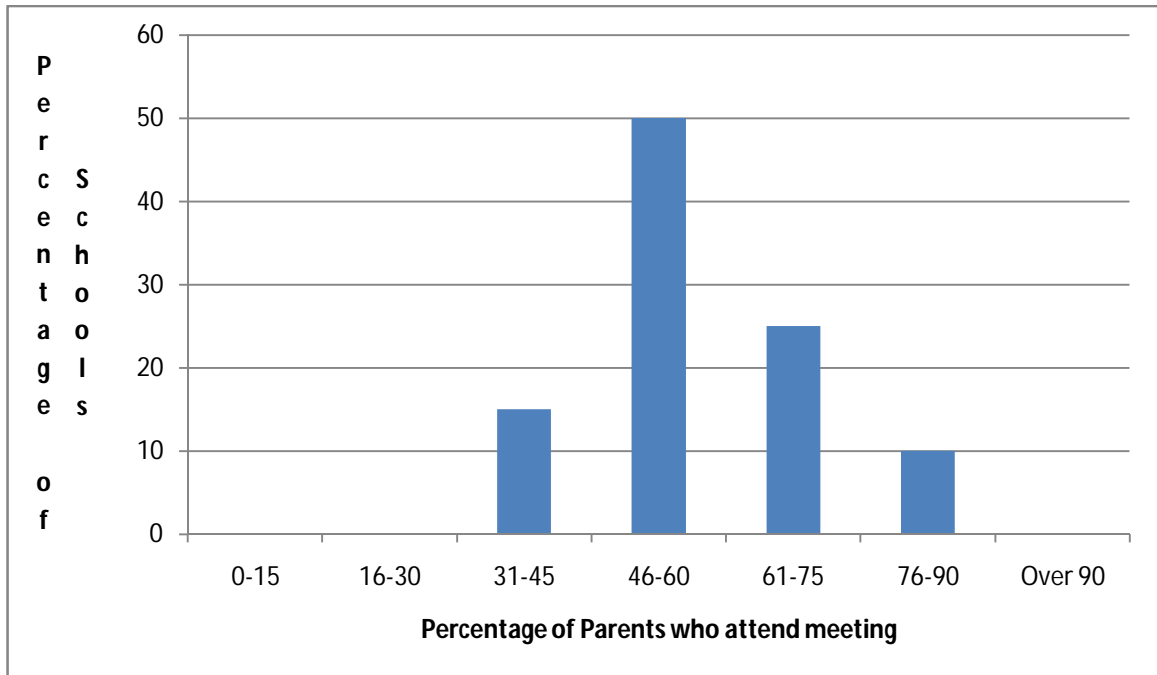
Table 4.12 Issues discussed with parents in primary schools.

Agenda	Percentage of H.T	Percentage of C.T
Academic Standard	88	73
School Development Plans	70	9
Discipline	35	55
Motivation Of Pupils	11	-
Absenteeism Of Students	-	-

From table 4.12 above, 88 percent and 73 percent of schools discussed academic performance according to the head teacher and class teachers respectively. The parents are therefore aware about the performance of their pupils. There is however need to bring to the attention of parents the level of the students absence from school which affects learning negatively since what is taught when the pupils are absent becomes difficult to understand when the child is studying alone.

The head teachers were then asked to indicate the average percentage of parents who attend the meetings. Their responses are shown in figure 4.12.

Figure 4.12 Percentage of parents who attend meetings in primary schools



From figure 4.12, in 50 percent of the schools between 46 percent and 60 percent of the parents attended school meetings. This shows that some parents are not involved in their pupils learning and cannot understand the level of performance and their roles in academic improvement as argued by Desforges (2003) that parental interest is expressed through being involved in decision making in school and advisory panels and having partnership with school around academics to work for pupil's achievement.

The head teacher and class teachers were asked to indicate how often the parents meetings were organized. The outcomes are shown in figure 4.13.

Figure 4.13 Frequency of holding meetings with parents

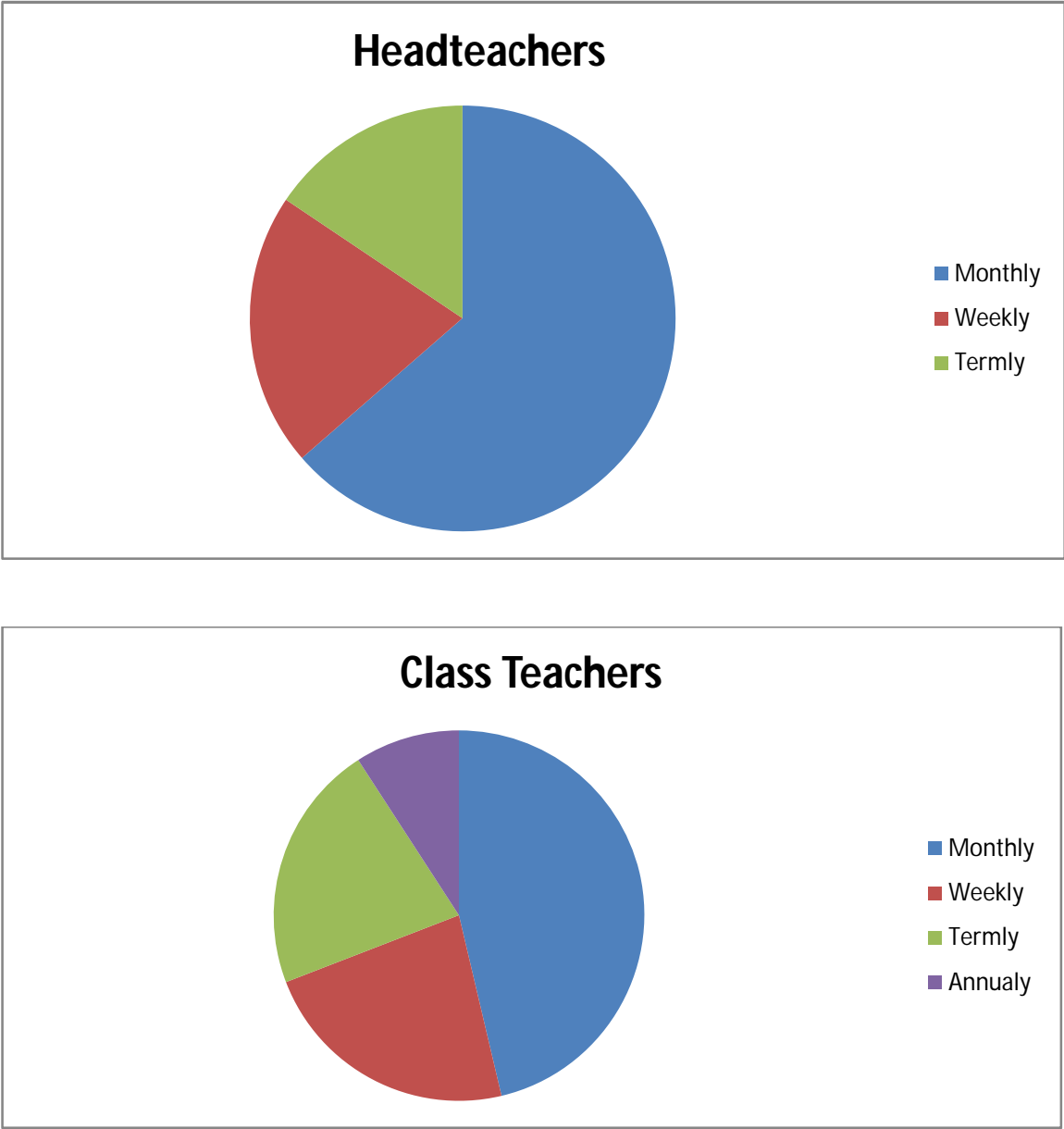


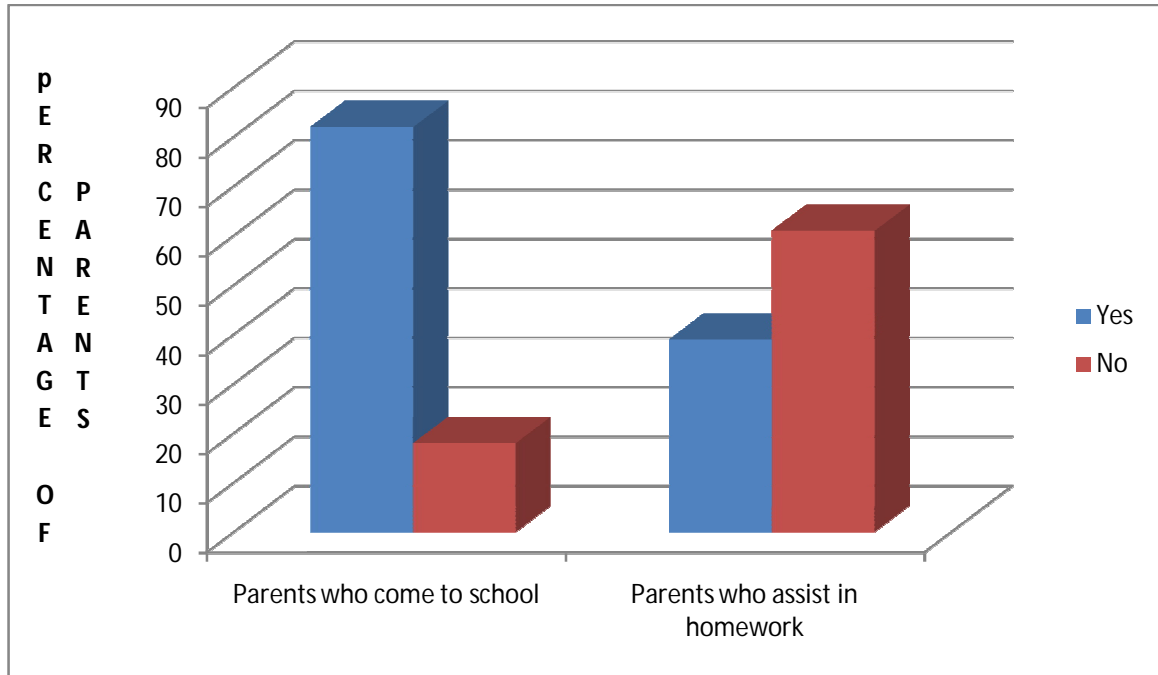
Figure 4.13 shows that the majority of schools 71 percent according to the head teachers and 45 percent according to the class teachers held meetings with parents on a monthly basis. There were therefore attempts to involve parents in their pupils learning. This is likely to improve academic performance as stated by Hountenville and Conway (2008)

that when parents show interest in the child's performance the child will most likely develop interest in school and work diligently.

The class teachers were asked whether the parents visited the school to enquire about their pupils. 73 percent responded yes while 27 percent responded no. They were then asked to list the issues the parents are concerned about. 70 percent of the parents who visited schools were concerned about their pupils academic progress while 30 percent were concerned with the discipline of their pupils. The parents were therefore ready to be involved in the learning of their pupils. Their pupils are likely to improve in academic performance as argued by Feinstein and Symons (1999) in England who found that parental interest has a more significant effect of 24.4% than social class at 5.99%. This is in support of their pupils performance.

The standard eight pupils were asked to indicate whether their parents came to school during school parents' days. They were also requested to indicate if their parents assisted them in doing homework. The pupils' responses are shown in figure 4.14.

Figure 4.14 Percentage of parents who come to school during school parents' days and assist their pupils with homework

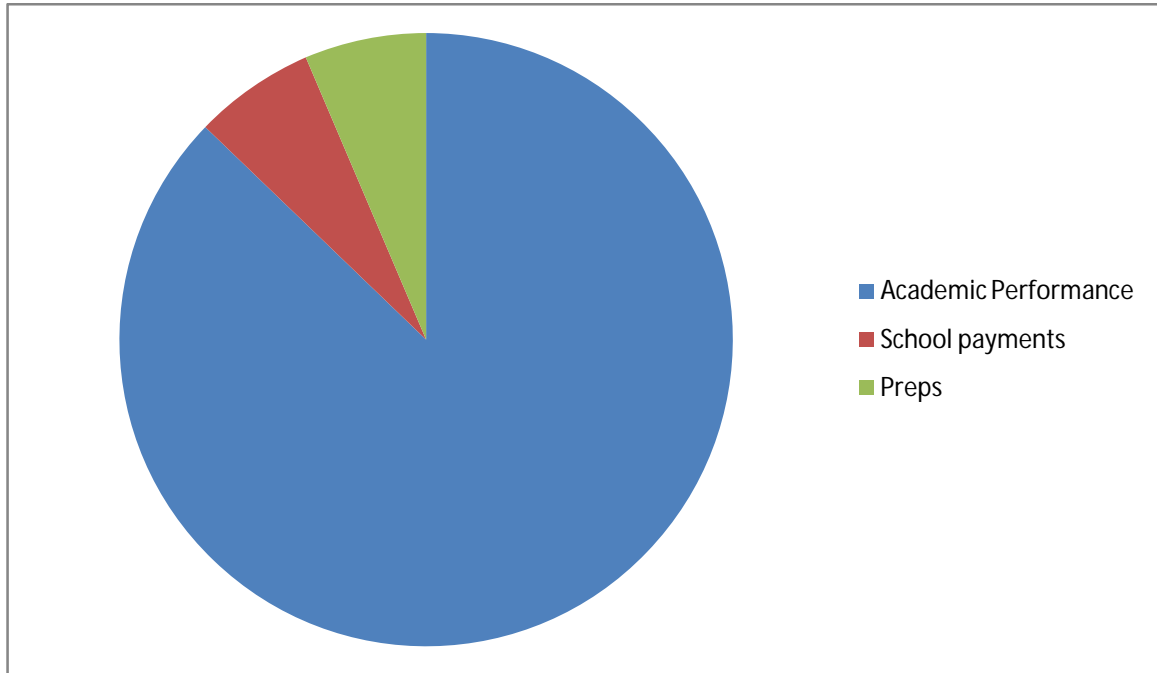


From the figure 82 percent of the parents came to school during the school parent days. This means that the parents are always willing to be involved in learning of their pupils. The majority of the parents 61 percent did not assist their children with their homework. This may be due to their education level or not being academically sound to do so responsible for the low performance in KCPE as concluded by Kathuri in his study of Nairobi schools that children whose parents paid visits to schools to find the progress of their children and attend school functions did better than those whose parents never paid such visits.

The standard eight pupils were asked to if they had ever been asked to bring their parent to school. Forty two percent of the pupils responded yes while 58 percent responded no. They

were then asked to state the issues that were discussed with their parents. Their responses were as shown in figure 4.15.

Figure 4.15 Issues discussed with parents who come to school



The majority of the pupils 58 percent had never been asked to bring their parents to school individually. This indicates that the schools did not have personalized discussions with the parents on their pupils' academic performance. The parents therefore may not be aware of their roles in improving the academic achievement of their pupils due to lack of involvement in school activities by the school administration. Martinez (2000) that parents should visit school to get advice on how to promote learning set high expectations and strategies to monitor homework.

The effect of involving parents in their pupils learning was compared to the schools mean scores in the years 2013 and 2014. The outcomes are as tabulated in table 4.13 below.

Table 4.13 K.C.P.E mean scores in 2013 and 2014 compared to involvement of parents in their pupils learning

	Below 200 marks	200 -250 marks	251 – 300 marks	301 – 350 marks	Above 350 marks						
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	
Involved parents in pupils learning	0	0	0	0	1%	5%	5%	5%	0	0	
Did not involve parents in pupils learning	9%	12%	68%	65%	17%	16%	0	0	0	0	

From table 4.13; it was discovered that only 5 percent of schools involved parents in learning effectively in years 2013 and 2014 respect. It is the same schools which posted the highest mean scores of between 301-350 marks in the same years. The K.C.P.E mean score indicate that parental involvement improves performance. This concurs with that of Symmons (1999) that parental interest has a significant effect on academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study, the conclusions made and suggestions for further study.

5.2 Summary of the entire study

This study aimed at establishing the administrative factors influencing performance in the K.C.P.E in Kilungu sub-county. It was guided by four objectives which were; to establish the influence of provision teaching and learning resources by the school administration on pupils' performance in the Kenya certificate of primary education; to determine the effect of teacher - pupil ratio maintained by the administration on pupils' performance in the Kenya Certificate of Primary Education; to establish how the supervision of learning activities by the school administration affects pupil's performance in the Kenya certificate of primary education and to establish how the involvement of parents in school activities by the administration affects pupils' performance in the Kenya certificate of primary education in Kilungu sub-county Makueni County.

Chapter one was the introduction in which the background and statement of the problem was done. The purpose, the objectives, the assumptions, limitations and delimitation of the study were outlined.

In chapter two literature relating to the variables of the study were reviewed explaining the effect of the provision of teaching and learning materials, the effect of teacher: pupils ratios, the effect of supervising teaching and learning and the involvement of parents in school activities. A theory was then sought to guide the study i.e. the systems by Ludwig Von Bertalanffy. A conceptual framework was then developed showing the relationship between administrative factors and pupils performance in K.C.P.E.

Chapter three was the research methodology in which the research design and the target populations were identified. A sample was also chosen from the target population using stratified and random sampling techniques. The research instrument: the questionnaire was developed and its validity established by writing questions from all the variables and also with guidance from the research supervisors. The reliability of the questionnaires was established using the test- retest technique. The procedure for data analysis and ethical issues were identified. The researcher then got permission to collect data from the National Council for Science, Technology and Innovation. She then visited the schools to administer the questionnaire to the head teachers, deputy head teacher, standard eight class teachers and pupils.

In chapter four data was analyzed through calculation of percentages, the mean and frequencies of occurrence of certain variables. This helped in showing the influence of administrative factors on pupil's performance in K.C.P.E in the sub- County. A discussion of the findings was done and conclusions drawn from the analysis of data. The data was then presented using graphical and numerical methods to show the findings of the study in each objective.

A summary of the study is given in chapter five showing the findings and conclusions made by the researcher from the data collected and analyzed.

5.3 Discussion of the findings

The text book: pupil ratio was 1:1 in only one school whose mean score in class eight internal exams was 312 marks. The mean score then decreased to 230 in schools with a textbook: pupil ratio of 1.4, 218 marks at a ratio of 1:6 and 187 marks at ratio of 1:7. 90 percent of the pupils had only one text book from the school which they were allowed to carry home. It was however found that 40% of the pupils were never given assignments to motivate them to use the books. This finding is contrary to the conclusions of Hallack (1990), and Ahunaya and Ubabudu (2006) who emphasized the availability and adequacy of teaching and learning resources for effective teaching. This was also supported by Ifeoma (2013) that workbooks and textbooks improve the quality of learning by engaging students in the learning process and stimulating various senses of the body which helps the learners to learn better.

The teachers had access to the teaching and learning materials but only 50 percent of the teachers used the materials always during teaching 40 percent used the resources often while 8 percent rarely used the materials the remaining 2 percent never used the materials. Comparing the mean score of the schools and the use of teaching and learning materials by the teachers revealed that those who always used the materials in the standard eight classes were posting a mean score of 312 in their internal exams, those often using had a mean score of 270 while those who rarely used had a mean score of

226 marks. This concurs with the findings of Ifeoma (2013) in Nigeria that the use of instructional materials gave a percentage mean gain of between 10.43 for boys and 13.96 for girls.

The small classes (20-30) pupils in majority of the schools 47 percent should have led to high scores as argued by Kruegger (1999) and Agrist and Lavy (1999) that smaller classes were positively linked to student achievement. This was not the case in Kilungu sub-county whose mean score dropped from 262 in 2012 to 248 in 2013. An analysis of the workloads revealed that in some schools the workload was between 18 and 40 lessons per week while in others the highest and lowest was 40 lessons per week. Though the class are small the teachers workloads negatively affected their performance as found by Gakune, Mukuria and Githae (2013) in Gatanga Sub-county that high workloads compromised effective class management leading to decline in academic performance.

The study also found that in 51% of the schools one teacher was teaching more than one subject in the standard eight classes. This was attributed to teacher shortage. It's also a sign of high pupil; teacher ratio. This affects performance since teachers are overburdened as found by UNESCO (2010) that teachers become in-effective in large classes and high workloads reducing individual attention to learners.

The study established that 47 percent of the schools had a pupil population of between 200-300. Each class is expected to have an average of 40 pupils. 40 percent of the classes in standard eight however only had between 20-30 pupils. This may be an indicator of high repetition rates within the primary schools. None of the schools had the required teachers

as per the class based establishment from the teachers service commission. Teacher shortage was therefore evident leading to high teacher: pupil ratios. This confirms the findings of Swartz, Schmitt and Lose (2012) that performances drop as the teacher: student ratio rises.

The study also established that only 5 percent of the head teachers and deputy head teachers checked the schemes of work, records of work and pupils progress records to ensure they were prepared and were up to date. 50 percent of the class teachers were not aware of who had the responsibility of preparing the schemes and records of work and student progress records. This has led to poor tuition and revision, syllabus coverage, testing and poor performance in KCPE. This was supported by Lezot (2010) who argued that strong instructional leadership and monitoring were correlates of effective schools. The instructional role of the head teacher is supervising the teachers work by inspecting the records of work, lesson books and class attendance which was done by only 5 percent of the head teachers in Kilungu sub-county.

The study found that 66 percent of the head teachers held monthly meetings, 13 percent held termly meetings while the remaining 20 percent did not have meetings with their teachers. Of those who held the staff meetings only 55 percent had an agenda on academic performance. This implies that 65 percent of the head teachers did not discuss academic performance in their schools. This indicates very low levels of supervision which causes low academic achievement as argued by Ogecha, Njuguna and Waweru that student progress should be frequently monitored and the results used to improve individual

behavior and performance. One way of monitoring academic progress is through discussion in staff meetings.

The study also revealed that 67 percent of the pupils had been absent once a week leaving only 33 percent regularly in school. It also found that 59 percent of the teachers had been absent from school in two weeks. This leads to poor academic performance since it becomes difficult to understand the content when students study in their own or left alone due to absence of teachers. It is also difficult to understand what is taught when the pupils are absent. The school administration is to blame due to their weak monitoring and supervision systems as found by Etsey (2005) in Ghana where teacher absenteeism led to poor performance in schools.

The analysis of the data collected during the study found that schools did organize meetings that discussed academic performance, school development programs, discipline and motivation of pupils. The schools never discussed absenteeism of teachers and pupils though it was one of the factors affecting performance as found by Velez (1993) that teacher absence led to decline in academic achievement. Majority of the schools organized their meeting with parents on monthly basis and therefore could achieve improvements in academic achievement.

It was also found that although 60 percent of the parents came to school during school parents days the majority 61 percent did not assist their pupils with their homework as shown in figure 4.14 leading to low academic achievement among the pupils as found by Kathuri that when parents visited schools to find out the progress of their children,

the children did better. Desforages also noted that when parents set apart time to assist their children and discuss issues concerning the school the children are likely to do better.

The percentage of parents who attended school parents meetings was only at most 60 percent which prevented parents involvement since 40 percent were not involved in decision making in the school, advisory panels and partnership with the schools to improve pupils achievement leading to low academic achievement.

5.4 Conclusion

The schools mean scores differed depending on adequacy of resources. In internal examinations the standard eight classes had mean scores of 312 marks where the text book: pupil ratio was 1:1, 272 at 1: 2, 253 at1:3, 230 at 1:4 and dropped to 187 at a ratio of 1:7. The same was reflected in the K.C.P.E in the years 2013 and 2014 where the schools with adequate resources had mean score of between 251 and 350 marks in 23 percent of the schools. In the remaining 77 percent of the schools with inadequate resources the mean scores were between less than 200 marks to 250 marks.

High pupil: teacher ratios were reflected in high workloads of 36-40 lessons per week in 80 percent of the schools. The schools with low workloads had mean scores of between 301 and 350 in the K.C.P.E in the years 2013 and 2014. Those with high workloads and few teachers had mean scores of less than 250 marks in the K.C.P.E in the same years. Some school 2 percent had the required number of teachers yet posted mean scores of less than 200 marks.

Only 5 percent of the schools supervised teaching and learning activities by checking the schemes of work and lesson plans from teachers. These schools had mean score of above 300 marks in the internal examinations and between 250 and 350 in the K.C.P.E in the years 2013 and 2014. The schools that never supervised teaching and learning had mean scores of less than 200 marks in internal exams and in the K.C.P.E in the years 2013 2014 even where enough teachers were available.

In 10 percent of the schools 90 percent of the parents were academic achievement of the pupils was discussed. The K.C.P.E mean score in these schools in the years 2013 and 2014 was between 250 and 350 marks. In 50 percent of the schools 60 percent of the parents attended school academic meetings. The mean score in these schools was between 200 and 250 marks. In the remaining 9 percent of the schools only 30 percent of the parents attended the parents meetings. The mean score in this schools dropped to below 200 marks in the years 2013 and 2014.

5.5 Recommendation

Based on the findings, the following recommendations are made:-

- i. School administration should increase textbooks to a ratio of 1:1, since the government has provided funds for F.P.E. This will enable teachers to give assignments to the pupils.
- ii. The T.S.C should increase the number of teachers to match the number of classes in the school that is according to the CBE.
- iii. The schools administration should enhance supervision of teaching and learning by ensuring preparation of schemes of work, records of work and pupils' progress records.

- iv. The school administration should fully involve the parents in their pupils learning by organizing meetings to sensitize them on the need to assist their pupils and discuss academic achievement and take part in decision making.

5.6 Suggestion for further studies

The following studies should be carried out to complement and strengthen this study.

- i) A study on the causes of high rates of absenteeism among teachers in primary schools and possible solutions can be carried out.
- ii) A study of the administrative roles in monitoring and supervising teaching and learning in primary schools to establish the understanding of their supervisory roles.
- iii) A study in the involvement of parents in their pupils learning.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

I am a student at the University of Nairobi studying for a Master of Education degree. This work is part of the degree program. I am therefore requesting you to fill the questionnaire attached to this letter. The purpose of this data is to establish the influence of administrative factors on pupil's performance in the Kenya Certificate of primary Education Examination.

I am requesting you to take part in this study by filling in the questionnaire honestly and accurately. Any information given will therefore be purely used for this research. The identity of the respondents will be treated with confidentiality and for this research only.

Thank you for accepting to take part in this research.

Yours faithfully

Rosemary Kiendi Maithya.

**APPENDIX B: QUESTIONNAIRE FOR HEADTEACHER AND DEPUTY
HEADTEACHER OF PRIMARY SCHOOLS**

You are kindly requested to fill the questionnaire by choosing the appropriate responses or writing your honest responses to the open ended questions

SECTION A

PERSONAL DATA:

i) What is your sex? (a) Male (b) Female

ii) How many years have you served as head teacher?

a) 1-3 (b) 4-6 (c) 7-10 (d) More than 10

iii. How many years have you served in the current school? years

SECTION B

A.i) What is the total enrolment of your school? Boys..... Girls..... Total.....

ii) What is the total number of classes in the school? _____

iii) What is the total number of teachers in the school?

T.S.C Employed. Male..... Female..... Total.....

Parent Association Employed. Male.....Female.....Total.....

iv) What is the lowest and highest weekly number of lessons per teacher in the school?

Highest _____ Lowest _____

v) What is the current curriculum based establishment for the school?

B. i) What is total number of the following teaching and learning materials for teachers and pupils in your school in class seven and eight.

Item	Teachers		Pupils	
	Class 7	Class 8	Class 7	Class 8
Chalk board				
English text books				
Maths text books				
SSR text books				
Science textbooks				
Revision books				
Charts				
Maps				
Geometrical sets				

ii) Are the teachers always able to access the teaching materials? Yes No

iii) How often do your teachers use charts, maps, and text books during classroom teaching?

Always often rarely d) never observed them using the resource

C.i) How often do you hold meetings with your teaching staff to discuss academic progress?

a) Weekly b) Monthly c) Termly d) Others. specify

ii) What methods do you use to ensure the following activities are carried out in the school?

a) Syllabus coverage b) Attendance to classes by teachers c) Students attendance to school

D. i) Does your school organize meetings with the parents? Yes No

ii) If yes how often? a) Weekly b) Monthly c) Termly d) Annually

iii) What issues are discussed with the parents? List them please

iv) What is the average number of parents who attend the meetings (give the average percentage).

Thank you for taking part in this study

APPENDIX C. QUESTIONNAIRE FOR STANDARD EIGHTCLASS TEACHERS

You are kindly requested to fill the questionnaire honestly by choosing the appropriate answers/ responses or writing down your honest responses to the open ended questions.

SECTION A

1. What is your sex? Male Female
2. How long have you been the class teacher for the current class? _____ years.
3. Give the mean score for your class; a) Last term_____ b) This term_____

SECTION B

- A. (i) Does the administration in your school provide teaching and learning materials for use by:
- a) Students. Yes No. b) Teachers. Yes No
 - ii) What is the textbook: student ratio per subject in your class? English_____ Mathematics_____ Kiswahili_____ Science_____ Social studies_____
 - iii) How often do teachers use the teaching and learning materials in class?
a) Always b) Often c) Rarely
- B. i)What is the total number of pupils in your class? Boys Girls..... Total
- ii) Are there teachers who teach more than one subjects in your class? Yes No
 - iii) Give the total number of teachers handling your class. _____
 - iv) How often are teachers and students absent from school in your class? Tick appropriately.

	Once per week	Once in two weeks	Once per month	Once per term
Teachers				
Students				

- C. (i) Does the head teacher hold meetings with the staff? Yes No
- ii) If yes how often? Monthly Fortnightly Once per term
- iii) What issues concerning your class are discussed in the staff meetings? (List them)
- iv) Are the following records available concerning your school?

Document	Availability (yes or no)	Responsibility to prepare	Duration of preparation(daily, weekly etc)	Inspection by head teacher or deputy (yes or no)
1.Schemes of work				
2.Records of work				
3.Assessment reports				
4.Staff attendance register				
5.Students attendance register				
6.staff meeting records				

C.i) Does the school have meetings with the parents of the pupils in your school?

Yes No.

ii) If yes what is the agenda of such meetings? List the items discussed.

iii) If yes how often are the meetings held? Weekly Monthly annually

iv) a) Do parents visit the school to enquire about their pupils? Yes No

b) If yes what are they concerned about?

APPENDIX D: QUESTIONNAIRE FOR PUPILS IN STANDARD EIGHT.

Kindly fill in the questions honestly by choosing the appropriate responses or writing your answers.

SECTION A

1.What is your gender? Boy Girl 2.What is your age? ____Years

4.Have you ever repeated a class since standard four? Yes No

3.Position last term..... Total marks scored

SECTION B

A.i) Do you have a text book in all the subjects studied in school? Yes No

ii) How many of the text books a) were given in school?.....

b) were bought by your parent?.....

iii) Are you allowed to carry home the text books given in school? Yes No

iv) Do the teachers give you homework from the text books? Yes No

B.i)What is the total number of pupils in your class? Boys..... Girls Total.....

ii) How many teachers are there in your school?.....

iii) Does any teacher teach you more than one subject? Yes No

iv) How many teachers in the school teach you?

C.i) How many exams do you do in a term?.....

ii) Do the pupils who do well in class get presents? Yes No

iii) Has the head teacher ever asked you about a) your performance? Yes No

b) Absence from school? Yes No

iv) How often are teachers and students absent from school in your class? Tick appropriately.

	Once per week	Once in two weeks	Once per month	Once per month
Teachers				
Students				

D.(i) Do your parents assist you in doing homework at home? Yes No

(ii) Does your parent come to school during the school days? Yes No

(iii.) Have you ever been asked to bring your parent to school? Yes No

iv) If yes what was discussed with your parent?

Thank you for taking part in this study.

Appendix G. Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
10th June, 2015

NACOSTI/P/15/5705/6060

Rosemary Maithya Kiendi
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Administrative factors influencing pupils performance in Kenya Certificate of Primary Education in Kilungu Sub County, Makeni County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Makeni County** for a period ending **31st August, 2015.**

You are advised to report **the County Commissioner and the County Director of Education, Makeni County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to

The County Commissioner
Makeni County.

The County Director of Education
Makeni County.

Appendix H. Research Clearance Permit

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5301

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:
MS. ROSEMARY MAITHYA KIENDI
of UNIVERSITY OF NAIROBI, 97-90130
makueni, has been permitted to conduct
research in Makueni County**

**Permit No : NACOSTI/P/15/5705/6060
Date Of Issue : 10th June,2015
Fee Received :Ksh. 1000**

**on the topic: ADMINISTRATIVE
FACTORS INFLUENCING PUPILS
PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION IN KILUNGU
SUB.COUNTY, MAKUENI COUNTY,
KENYA.**



**for the period ending:
31st August,2015**

**Applicant's
Signature**

**Full Director General
National Commission for Science,
Technology & Innovation**