INFLUENCE OF WORLD VISION SERVICES ON PUPILS' PERFORMANCE IN PRIMARY SCHOOLS IN KENYA: A CASE OF MATETE SUB COUNTY, KAKAMEGA COUNTY

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DECLARATION

This research project is my original work and has not been presented to any other university or institution of higher learning for any award.

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The research project has been submitted for examination with my approval as the university supervisor

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DEDICATION

I dedicate this research project to my dear wife Agnes Kadima, who has always encouraged and supported me in my study and to all my children James, Simon, Regina and Peter.

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ABBREVIATION AND ACRONYMS

WVK World Vision Kenya

IPA Integrated Programme Area

KESSP Kenya Education Support Sector Programme

SMC School Management Committee

ICT Integrated Communication Technology

ADP Area Development Programme

SPSS Statistical Packages for Social Scientists

ABSTRACT

Performance of primary schools in Kenya with respect to pupil preparation on syllabus coverage, assessment and summative evaluation at the end of the eight year is hitched on proper infrastructure, availability of adequate number of teachers, good sanitation facilities and sound management of available resources. The purpose of this study therefore was to investigate the influence of World Vision Kenya services on performance of pupils in primary schools in Matete Sub-county, Kakamega County. The objectives of this study were, to ascertain how sanitation and hygiene intervention services in primary schools influence pupil's performance. To assess how infrastructure and other relation learning facilities influence performance of pupils in primary schools. To establish how sponsorship influences performance of pupils. To establish how training of head teachers and their teachers influence pupils' performance and to assess how the provision of Integrated Communication Technology facilities by World Vision influence performance of both teachers and pupils in primary schools in Matete Sub-county. The study was qualitative in nature and adopted a descriptive survey research design to investigate the influence of World Vision services on performance of pupils in primary schools. The study was conducted in 41 public primary schools in Matete Sub-county which are supported by World Vision Matete Area Development Programme. The target population for the study included Head teachers, deputy head teachers, senior teachers, 2 Tac tutors, 1 Quality Assurance and Standards Officer and 1 World Vision Area Development Programme manager. Sample size was 127 respondents; 41 head teachers, 41 deputy head teachers, 41 senior teachers, 2 Tac tutors, 1 Quality Assurance and Standards Officer and 1 World Vision Area Development Programme manager. The sampling technique used was census since the sample size was small. Questionnaire and interview schedule were used as research instruments to collect data. The questionnaire was given to the head teachers, deputy head teachers and senior teachers while for Tac tutors, project officer and Quality Assurance and Standards Officer the interview schedule was employed. Data analysis was based on the objectives designed at the beginning of the research. The data collected was inspected and edited to ascertain their accuracy. The data was organized according to the instrument used; data was analysed using Statistical Packages for Social Scientists software (SPSS). The analyzed responses from the respondents were recorded in form of tables showing frequencies and percentages. Mean and standard deviation were also used. Research findings were that the availability of water improved the sanitation and hygiene of the schools and that sanitation, hand wash program and hygiene intervention influenced pupil's performance in their schools. It was also found that a major factor that affects performance of pupils was inadequate reading materials, either at home or school, that lack of facilities like furniture, overcrowded classrooms are some of the causes that hinder good performance. Findings also showed that sponsorship had an impact on academic Performance of the pupils in schools through increase in retention rate, reduced absenteeism in pupils and increased enrolment. It was also concluded that training helps head teachers improve their administrative management skills and helps regular teachers improve their planning skills and effective classroom delivery. It need to be noted that Integrated Communication Technology is important in fostering teaching and learning in primary school though it was noted that respondents were not consistent in rating of tasks related to professional work of a teacher's use of Integrated Communication Technology to improve performance in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is central to ending the cycle of poverty. In most countries especially in the developing countries of the world, large percentage of the population live below poverty line, the ratio of the poor and the rich is very wide. Education is vital to lasting positive change in children's lives. World Bank (2006) The key focus of most government in the world is to work out a strategy to eradicate poverty by using educational empowerment. Education is not only a powerful tool in providing job and income earning opportunities but also to improve the health and social well-being of the population. World Vision Annual Report (2011)

Provision of quality and affordable basic education requires collective responsibility of many sectors within the society. For any education to be meaningful it must nurture and develop the young members of the society to be able to obtain relevant skills, knowledge and values that will enable them be useful to the society Malusu (1997) defines educations as a process of acquiring and developing the accumulated and new knowledge, wisdom, values, attitudes and skills as a result of growth, maturation and learning, which could be best utilized by the individual in a changing society while Anderson (1976) defines education as encompassing the art of transmitting values and knowledge from one generation to the next in a given society.

Sessional papers No I of 2005 on policy framework for education, training and research on the role of education in National development, emphasis that education can reduce social and economic inequality. Today Kenya is characterized by large inequalities with respect to income distribution and this has therefore constrained economic growth. Therefore investment in education is an important strategy to address such inequalities.

Financing of education at primary level requires both National and county government to be fully involved. The private sector including non-governmental organizations (NGOs) households and communities as well as external partners will be required in order to address the problem of inadequate access, inequity and low quality (sessional paper No 1 2005). The objectives outlined in the sessional paper No 1 (2005) include among others the following, to improve the quality of all aspects of education and training so that recognized and measurable

learning outcomes are achieved by 2010, to enhance access, equity and quality of all levels of education and training by 2010, from the objectives outlined above, the government is required to provide equal opportunity for boys and girls at all levels of learning. Even distribution of resources including the marginalized and the disadvantaged areas finally provide affirmative action to benefit disadvantaged groups, which include women and children in difficult circumstances for example in slums and marginal areas.

In marginal areas school going children suffer malnutrition, sanitation conditions in many homes have been compromised due to poverty. Some villages lack clean running water, some children drop out of school to look for labour in plantation to assist the families to feed. The children's Act (2001) emphasizes among other items on the need to protect children from cruel treatment, provision of free and compulsory basic education. The vision 2030 focuses on equality for all in terms of accessing quality education, provision of social amenities and protection of those who are vulnerable and disadvantaged in the society.

The philosophy of education in Kenya is guided by five pillars, which include, unity of purpose thus working as a team striving for national common goal, social responsibility that promotes nurturing of our cultural heritage and developing attitude that is positive and caring for the vulnerable groups and regions. The Kenya education sector support programme (KESSP) 2005 – 2010, state among others, the need to enhance teamwork collaboration between the government of Kenya, development partners, non-governmental organizations, parents, communities and the private sectors. The non-governmental organizations have over the years supported by partnering with the government to provide both financial support and technical support to educational institutions and different communities to improve on quality of life of the members of those communities.

One support organization is the World Vision Kenya. The organization has been in existence in Matete Sub-county of Kakamega County since 2009. The objective of the World Vision – Matete ADP is to enable the community within the sub-county attain an improved quality life through integrated, holistic and sustainable development initiatives. The community empowerment, partnerships, networking in collaborations with other various factors, which include social and educational empowerment of the young members of the community,

especially in the provision of quality primary education. Transforming Lives Annual Report (2011).

1.2 Statement of the problem

The World over education is the only tool that equalizes the children of both the poor and the rich in the society. Our education system has been viewed by the citizens as a champion that brings together the marginalized and the affluent of our society. The universal declaration of human rights states that every child has a right to education. The ultimate role of education in the world is to transform individuals and the society in which they live Witcox (1992). The right to education is further amplified by the UNESCO (1994) that declared education for all. This ensures that every child has access to basic education.

Access to financial and technical assistance by primary schools in various parts of the country is essential to supplement the FPE funds provided by the National government. This assistance will not only improve the quality of teaching and learning but also encourage parents to support the education of their children. Non-governmental organizations are vital components in the sustainable development of our rural communities alongside, assistance provided by the county government.

Economic Baseline Survey conducted by World Vision on Household and the entire rural population in Matete Sub-County in the year 2007 – 2008 revealed that Matete had the highest number of poor households within the Lugari constituency. By then the poverty index was high. The total population of the district then was 64766 people with over half being young children. Infrastructure in most primary schools was poor; many schools had buildings whose walls were made of soil without plaster. Sanitation, hygiene and availability of clean water were inadequate; schools had very few VIP toilets and latrines. Most schools did not have hand wash facilities, pupils' performance index in all the primary schools was quite low due to overcrowded class rooms, inadequate furniture, textbooks and other educational facilities. There was wide spread evidence of children that were malnourished; water borne diseases for example diarrhoea and typhoid were common. From the above findings, World Vision Kenya took over the initiative to partner with the government to provide humanitarian services in 2009, with one objective; to contribute to the well being of children, their families and the community by improving the

quality of life through integrated, holistic and sustainable development initiative. World Vision Annual Report (2011)

Without the collaboration of non-governmental organizations, it will be difficult to reach every sector in communities; especially areas that have shown very high poverty index, Infrastructure being a vital component in the provision of quality education require money and proper planning. Sanitation and hygiene as a component of maintenance of health and prevention of communicable diseases, is essential for provision of quality education in schools. While donor support from international organization and other private partners can ensure the government provides the required quality education.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of World Vision Kenya Matete ADP services on pupils' performance in primary schools within Matete Sub-County of Kakamega County.

1.4 Research Objectives

The study was guided by the following specific objectives:

1. To ascertain how sanitation and Hygiene intervention services by the World Vision influence performance of pupils in primary schools in Matete Sub-County.
2. To assess how infrastructure and other related learning facilities provided by the World Vision influence performance of pupils in primary schools in Matete Sub-County.
3. To establish how Sponsorship to pupils influences performance of pupils in primary school in Matete Sub-county in terms of enrolment retention and rate of absenteeism.
4. To establish how training of headteachers and their teachers influence the performance of pupils in primary schools in Matete Sub-County.
5. To assess how the provision of ICT facilities by the World Vision influence the performance of pupils and teachers in primary schools in Matete Sub-County.

1.5 Research Questions

In order to achieve the above objectives, the investigation sought to answer the following questions:

1. How does the provision of sanitation and hygiene interventions by Matete World Vision ADP influenced performance of pupils in primary schools?
2. How has the provision of the basic infrastructure in primary schools within Matete Sub-County by the World Vision influenced performance of pupils in the primary schools?
3. How has the sponsorship of pupils by World Vision influenced their performance in primary schools in Matete Sub-county?
4. How has the training of headteachers and teachers influenced performance of pupils in the primary school?
5. To what extend has the provision of computers and other ICT facilities by the World Vision in primary schools influenced the teaching and learning in schools within Matete Sub-County?

1.6 Significance of the Study

The Kenya government has allowed partnership with both private and non-governmental organizations to provide affordable basic education. Non-governmental organizations therefore play a crucial role in enhancing and championing the education of the vulnerable and the disadvantaged among members of the Kenyan society. The role of non-governmental organizations and other international organizations cannot be under-estimated. The findings will assist the Kenya Government to particularly focus on the marginalized communities in terms of provision of basic educational infrastructure to realize the pupils' performance improvement index. The findings will assist to provide information on the importance of non-governmental organizations, for example World Vision, USAID, save the Child, UNICEF, etc in the education provision at primary and secondary levels. The findings will also assist the educational planner to prioritize the projects to be funded in schools that would promote the retention and enrolment index.

1.7 Delimitation of the study

The study was carried out in Matete Sub-County, Kakamega County in Western region of Kenya. The sub county has two locations, and with 2 zones. According to Matete District Education Officer, the sub county has 41 primary schools, with 2 Tac tutors that are responsible for the zones and 1 Quality Assurance and Standard Officer.

The study was confined in the public primary schools whose senior teachers, deputy headteachers and the headteachers were the respondents. The reason for using the public primary schools is because the World Vision Kenya – Matete ADP is working in partnership with the Ministry of Education to enhance safe and quality education to the pupils in public primary schools.

1.8 Limitation of the study

Getting the correct responses was the challenge experienced during the period of study. The researcher appealed to the school administrators that is the headteachers to talk to the staff to critically read the questionnaire and provide truthful responses.

1.9 Assumption of the study

During the study the following assumptions were considered; that the number of respondents was adequate to provide realistic information, that all the respondents were willing and ready to fill the questionnaire. And that during the face to face interviews schedule more information was provided for the study.

1.10 Definition of significant terms used in the study

World Vision Services:	Are services carried out within the communities by World Vision dedicated to the well-being of children and empowering their families economically.
ICT –facilities	Equipment or tools which include computers, printers, laptops, internet that are used to transmit, store, create, share or exchange information.
Sanitation and Hygiene: Interventions	Program or services carried out by the non-governmental organizations, Governments or individual which involve keeping the immediate environment and oneself clean, free from Pathogens and maintain a healthy surrounding.
School Infrastructure:	All materials or physical facilities that are found in school that assist in the implementation of school curriculum and enhance effective teaching and learning.
K.C.P.E:	Kenya Certificate of Primary Education.
Sponsorship:	Is the financial and material support given to persons e.g. families or children that are disadvantaged in the society to be able to continue with school.
Training:	A process carried out that enables resource persons learn the skills that are needed for a particular job e.g. teaching, planning by head teachers and teachers.
Performance:	Is how successful or how well the individual do something.

1.11 Organization of the Study

The study was organized in five chapters which include introduction, Literature Review, Methodology, Data analysis, findings, conclusion and recommendations. The cover page has the title and the description of the researcher. The preliminary pages contain declaration, dedication, acknowledgement, abstract, and table of contents, list of figures, and list of tables, abbreviations and acronyms. The pagination is in roman numbers.

Chapter one (Introduction) contains, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of study, limitations of the study, assumptions of the study, definition of significant terms and the organization of the study.

Chapter two (Interactive review) contains, introduction, sanitation and hygiene, intervention, infrastructure, Sponsorship, training of head teachers and teachers, ICT programme, Theoretical framework, conceptual framework and summary.

Chapter three (Research Methodology) contains introduction, research design, target population, sampling procedures and sample size, data collection instruments and their validity and reliability, method of data collection, data analysis techniques, operational definition of variables, ethical considerations and summary.

Chapter four focused on data analysis and interpretation of the analyzed results.

Chapter five consists of the summary of research findings, conclusions, recommendations and possible suggestions for further research in the area of study. The last part of the study has the references and the appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter aims at examining studies and views by other scholars on the influence of non-governmental organizations for example the World Vision services in primary school on performance in those schools. The chapter dealt with services which include sanitation and hygiene interventions, infrastructure provision, sponsorship of pupils, training of head teachers and teachers, ICT-provision, theoretical framework and conceptual framework.

2.2. Sanitation and Hygiene Intervention and Performance

World Vision has a long history of providing clean water and sanitation for millions of children and their families in the developing countries of the World. More than 80% of those lacking access to safe water and sanitation live in rural areas, especially in the rural areas of sub-Saharan Africa and South Asia. World Vision had initiated major water development activities mostly drilling boreholes in Ethiopia, Ghana, Kenya, Malawi and Senegal. USAID (1986) awarded World Vision a five year grant for African water program. There are 884 million people who struggle to survive each day without access to safe drinking water worldwide. UNICEF, (2010) Eighty percent of all childhood disease is due to poor water, sanitation and hygiene Kofi Annan (2003). More than half of all malnutrition is associated with diarrhoea or intestinal infections that are as a result of unsafe water, inadequate sanitation or insufficient hygiene WHO, safer water, Better health, (2008). Each year, the lives of up to two million children could be saved through safe water, sanitation and hygiene programmes World Vision Inc (2015). When children don't have to walk long distance to get water, they have more time to attend school and more energy to learn. World Vision Inc (2015)

Sanitation and Hygiene together with good water translates into healthy children and economic empowerment. World Vision – Kenya has partnered with the Kenya government to improve the status of water supply, improve sanitation services and hygiene practices in school and communities in most parts of the country Annual World Vision report (2013). Water, sanitation and Hygiene activities in Kenya by World Vision were made possible by increasing funding from other World Vision offices around the World including U.S., World Vision Australia,

World Vision Hong Kong and other partners including USAID Annual World Vision – Kenya report (2013) To date World Vision Kenya through their programme referred to as community led total sanitation (CLTS) which was spear headed by the government, a total of 4867 simple pit-latrines in over 180 villages including schools have been constructed; benefiting 379,600 people who include primary school going children. Annual World Vision report (2013).

In 2013, the WASH Programme benefitted about 313,308 children from the total of 469963 people who benefitted from the project. Areas that have been targeted for water provision include Mtito Andei, Wema, Maraka and Matete ADPS Annual World Vision report (2013). The water sanitation and hygiene intervention in various parts of the country by World Vision has resulted in the reduction of communicable diseases, among school going children. Schools sponsored by World Vision Kenya in the target area referred to as ADPS have received water, washing facilities, training on sanitation and hygiene has been carried out, VIP latrine have been constructed.

In the year 2012, World Vision Kenya through water sanitation and Hygiene programme, 343 water points, a total of 247658 people, including 172 schools realized improve access to safe water in 2012. Girma Begashar – WV Annual report (2011). 880 VIP latrines were constructed in schools during the year; the provision of safe water in various parts at Kenya has reduced the time spend by the rural community members in search of water. Annual World Vision report (2012) Lack of latrines in certain area and other sanitation and poor hygiene due to the use of polluted or highly saline water, creating a working tool for World Vision to improve the status of water supply, improved sanitation services and hygiene practices, proper and adequate safe water, sanitation which include VIP latrines simple pit-latrines, provision of washing facilities have been one of the goals of the World Vision Kenya in various parts of the country Kenya especially poor and marginal areas. The study therefore set out to investigate how the intervention by World Vision on the water sanitation and hygiene influenced performance in public primary school on Matete sub-county.

2.3 Infrastructure and Performance

In Vientiane Lao, the World Vision has improved school infrastructure by constructing 23 new schools, renovating 37 existing ones; World Vision has also provided teaching and learning items such as furniture, blackboards, notebooks, and pens to schools. A recent evaluation showed that attendance in the schools increased significantly World Vision Annual report (2013)

In Eastern Africa between 2000 – 2005, there has been a steady increase in primary school net enrolment rates due to the removal of primary school fees in 2003. For example in 2005 the enrolment rates exceeded the goal elaborated in the ESSP which for Rwanda it was at 90% for both girls and boys. The Millennium Development Goals report (2005) New Work United Nation. The increased enrolment has compromised the performance of pupils in the public primary schools the region. Inadequate facilities that include classrooms, desks and chairs for pupils, reading materials, writing materials have compromised the standards of performance of pupils in public schools.

Grantham et al (1988) while studying school performance of Jamaican girls declared that better achievement levels were associated with possession of school materials and access to reading materials outside the school. Lydia (2008) in her book defines educational resources as all materials and equipment used to enhance effective learning. With the coming of free primary education programme in public school in Kenya, educational resources have been over-stretched because of large population of school going children. Inadequate supply of desks, tables, maps, pictures, posters etc will compromise the teacher preparation and hence will affect excellence delivery of the lessons African in focus journal (2006).

Non-governmental organizations, for example World Vision – Kenya and others that partner with the Kenya government play a pivot role in financing and providing some of the basic teaching and learning educational materials and equipment to the sponsored school around the country. Michelin (2007) in his study on sponsorship noted that sponsors played an important role in school financial support as well as spiritual growth of children in those schools. A research by fagero (1999) in Kisumu District shows that a major factor that affects performance of day secondary students was lack of reading materials at home. While Morumbwa (2008) carried out a study on factors affecting performance in KCPE in Nyamaiya Division, found out

that lack of facilities and lack of motivation, are some of the causes that hinder good performance.

2.4 Sponsorship of Pupils and Performance

Sponsorship according to advanced learners' dictionary is a financial support from a sponsor. A sponsor is defined as an individual or organization that supports somebody by paying their education or training. Bruce (2012) in his research on sponsorship came up with the following findings, that sponsorship improved the living standards of the recipients. While Compassion (2010) found out in his research that child sponsorship increased formal education levels, raises the chances of formal employment by a significant percentage and also increases the likelihood of white collar employment by 13%.

Sponsorship is brought about as a result of poverty with the understanding that it will improve the living conditions of the poor. Thomas (2008) child sponsorship is a special relationship between children, their families, communities and sponsors that contribute to the transformation of all towards wholeness of life with dignity, justice, peace and hope. World Vision – Kenya Annual report (2011). Direct support to individual children from poor households enabled them to attend school when they normally have been outside universal primary education system, working to earn money to feed a family World Vision (2009). World Bank (2006) explains how child sponsorship program were popularized in the 1980s as a means of sparking individuals in rich countries to support impoverished citizens in the developing world. Child sponsorship programs rely on monthly donations to help pay the basic necessities, education and medical care of individual children.

Michelin (2007) in his study findings has noted that, sponsors are important in the running of schools because they support the schools spiritually and also financially. In 2011 World Vision – Kenya had 154,420 children in the sponsorship programme. Sponsorship by World Vision – Kenya which gets sponsors from United States of America, Australia, Canada, United Kingdom, Korea, Ireland, Japan, Finland, Hong Kong and Germany has assisted in payment of levies in school, buying of school uniforms, and financial support to the children's families. For public primary schools, sponsorship by World Vision in Matete sub-county has been mainly on provision of income generating activities that empower the parents of the sponsored children;

thus they are able to ensure their children are provided with the necessary tools for learning (Annual report 2011)

World Vision therefore supports the government and communities to improve access to education, retention and transition of thousands of children in 35 integrated programme areas of which Matete sub county is included, annual report World Vision Kenya (2013). It is not possible to positively affect the well-being of children and their families without considering their level of material wealth and house hold income. For example children from economically empowered households will enjoy good health and be educated for life because those families through improved economic opportunity and household income will be ready to cater for their children's education. It is from the above back ground that provided the importance of conducting a study on the influence of World Vision services on pupils' performance in public primary schools in Matete sub-county.

2.5 Training of Head teachers, Teachers and performance

Studies by Morumbwa (2006) on factors affecting performance in KCPE in Nyamaiya Division, found out that the Head teachers and teachers qualifications, and administrative experience does not affect school performance in KCPE. Obiero (2010) in his study on administrative practices on KCPE performance in Maseno Division in Kisumu, found out that curriculum implementation and assessment, teacher professionalism and work related behavior and management practices predict KCPE performance.

According to Gene Bottoms, SREB senior Vice President and Kathy O'neil Director SREB leadership initiative (April 2001), school leaders who are prepared to lead schools designed for higher student achievement, have comprehensive understanding of school and classroom practices that contributed to student achievement. Such leaders have also the know how to work with teachers to implement continuous student improvement and to provide the necessary support for staff to carry out sound school curriculum and instructional practices.

According to World Vision Annual report (2013) Lao, World Vision has trained 672 teachers and 160 school directors on new learning approaches to improve the quality of education and learning environment; teachers were taught on how to use locally available materials to support teaching and learning activities. According to World Vision report (2014) for Kajiado, the organization partnered with the ministry of education to capacity built 53 teachers on effective teaching of language skills in the primary schools. The intervention is a buildup of similar session done in the previous year that showed marked improvement in results for 2014. Induction programmes and capacity building workshops for newly appointed SMT members can positively influence and improve the management skills of the individuals (Paisey 1992).

2.6 ICT and performance

Governments and educationalists around the World have come to recognize the importance of ICT in fostering teaching and learning in primary school. UNESCO institute for information Technologies in education (2010) from the study on integration of ICT into early learning processes of children in primary school education. According to (IITE 2010) believes that ICT and internet are the way forward in education to raise global citizens who will participate in building the knowledge society. According to ITL research (2011), integration of ICT across the curriculum enhances particular learning outcomes; ICT also helps create opportunities for mediating and motivating roles.

According to Halsey's (2007) study in a New Zealand primary school, use of ICT in the literacy instructions where web logging has been used to promote literacy in the classroom. ICT can facilitate teaching and learning of mathematics through inquiry-based learning like web quest activities; they found out that scientific literacy of primary school pupils is correlated with ICT experience. Computers not only engage students in instructional activities to increase their learning, but also help them solve complex problems to enhance their cognitive skills (Jonassen & Reeves 1996).

In Kenya World Vision has partnered with the ministry of education to identify few schools within the area development programmes i.e. in 61 IPAs countrywide, where computers and ICT equipments have been supplied in primary school to enhance teaching and learning; Annual report (2013) World Vision Kenya. It is with the above analysis that the study investigated the impact on provision of ICT and computers to primary schools within Matete ADP by World Vision on performance.

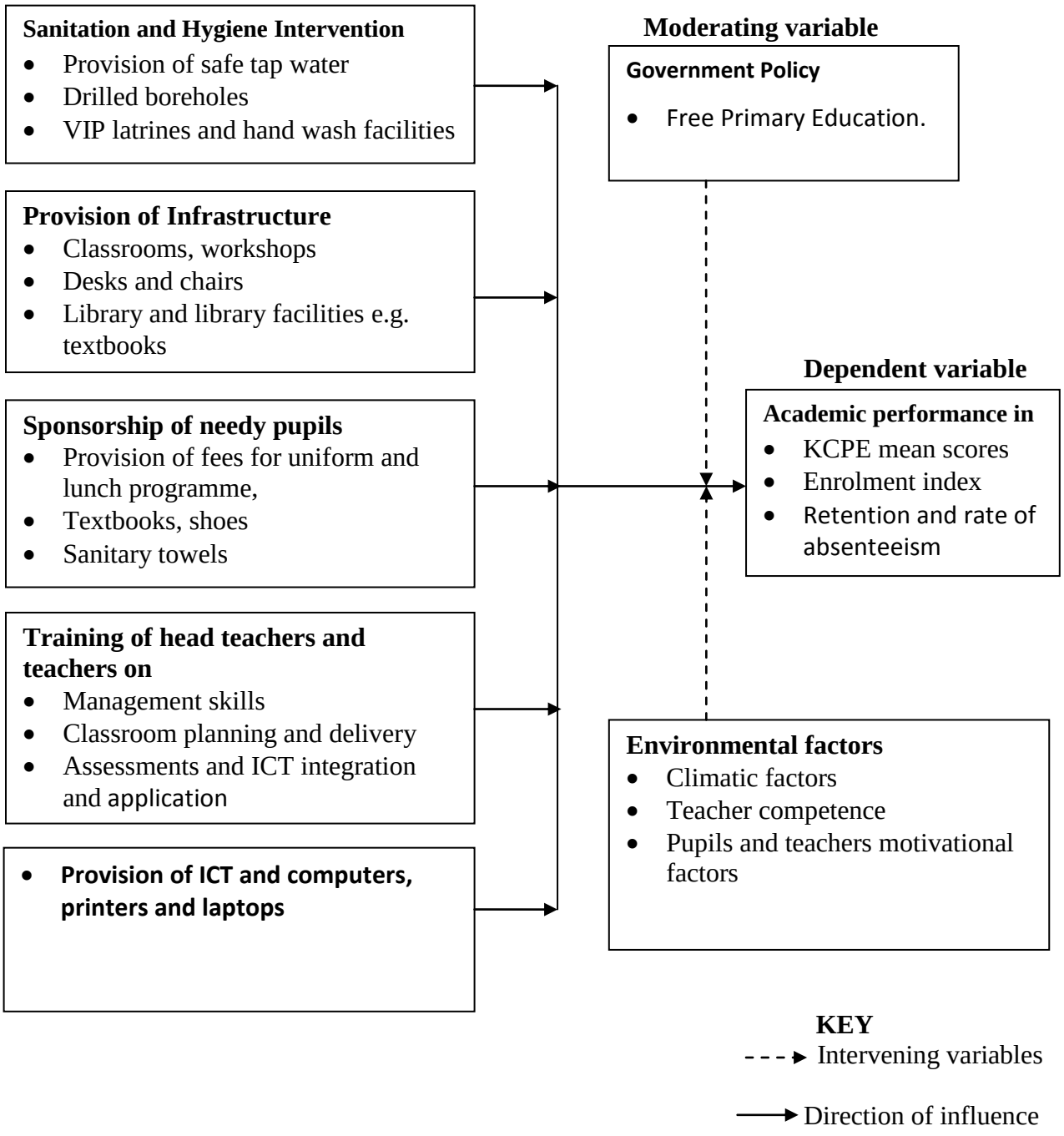
2.7 Theoretical Framework

The study will be guided by Talcott persons structured functionalism theory. Persons in his theory concluded that social system is made from the interaction of human; this is affected by social environment. The structure of social action (1937). The study being carried out is very much linked to what Talcott persons described as interdependent parts that is society's institutions namely religion, education, politics, etc that are linked together and that if there is a change in one institution it will lead to a change in the other parts.

The theory seeks to define the relationship between different parts and the entire whole system in an organization. The system's stability is anchored on the equilibrium that is established. The performance of pupils in a primary school therefore depend on certain key factors which if provided in the school and home environment will provide a push towards better performance of the pupils, the interaction of various stakeholders in a school, head teachers, deputy head teachers, SMT and teachers towards a common goal will influence the outcome of academic performance of the pupils and hence the mean marks of the school. Partnerships of the stakeholders, non-governmental organizations, the government and parents create a harmonious interaction that propels the schools to achieve the best performance.

2.8 Conceptual Framework

Figure 1 Conceptual Framework



Summary

This chapter has dealt with the introductory message, the literature on scholarly works on performance of primary schools in respect to provision of sanitation and hygiene intervention, provision of basic infrastructure, sponsorship programme, training of head teachers, SMT, teachers and provision of ICT. The chapter has also dealt with theoretical framework and conceptual framework.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter dealt with the description of the method employed in carrying out the study. The section include the following research design, target population, sampling procedure, methods of data collection, validity and reliability method of data analysis, operational definition of variables, ethical issues and summary.

3.2 Research Design

The study adopted a descriptive survey design. Kothari (2005) defines survey research as describing, recording, analyzing and interpreting conditions, practice or making informed plans for improvement. According to Orodho and Kombo (2002), descriptive survey can be used when collecting information about people, attitudes, opinions and habits on education. According to Orodho (2004), descriptive research is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design enabled the researcher to collect and present data in a more systematic manner in order to determine the influence of World Vision services on academic and overall pupils' performance of pupils in public primary schools in Matete sub-county.

3.3 Target Population

According to Borg and Gall (1989), target population is all numbers of real hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research, while according to (Mulusa 1988), population in evaluation is defined as a group or category of human beings, other animate and inanimate things which have one or more characteristics in common and have been selected as a focus of a study. The target population of this study was 41 primary public schools which are sponsored by the World Vision (Matete ADP), where 41 head teachers, 41 deputy head teachers, 41 senior teachers, 2 Tac tutors, 1 QASO and one Matete ADP manager. These group was selected for study because they are directly involved in the Academic activities that take place in the sponsored public primary schools in Matete sub county.

3.4.1 Sample Size

According to Mugenda Mugenda 1999, a sample is defined as a small proportion of a population selected for observation and analysis. The researcher used census to select the sample size for the study. The sample comprised of 41 head teachers, 41 deputy head teachers, 41 senior teachers, 2 Tac tutors, 1 Quality Assurance and Standard Officer and 1 World Vision Matete ADP manager, giving a total sample size of 127. The census method was used because the sample size was small. Mugenda Mugenda (2004)

3.4.2 Sampling Procedure

Kombo and Tromp (2006) defines a sample as a finite part of statistical population whose properties are studied to gain information about the whole. Sampling is the procedure of selecting a number of individuals from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Purposive sampling was used to select the sample. Purposive sampling involves selecting samples using set criteria (Orodho 2004). The study adopted purposive sampling because it was interested in head teachers whose schools have received sponsorship of World Vision, deputy head teachers and senior teachers who interact with the pupils and who use the ICT equipments donated by the World Vision, the Tac tutors and the Quality Assurance and Standards Officer were selected for the study because they provided the information of performance status before the onset of World Vision services and the status now on overall performance of the primary schools.

3.5 Research Instrument

The research instruments that was used for data collection was a questionnaire and interview schedule. A questionnaire is a collection of items or questions to which a research subject is expected to respond. A questionnaire was preferred because of its confidentiality, it saves time and information can be collected from a large sample. The questionnaire therefore contained both closed and open ended items. The closed-ended items limited the respondents to specific answers so as to make it easier to analyse the findings. According to Mugenda and Mugenda 1999, closed ended questions are easier to analyse and also economical in terms of money and

time. Questionnaire was administered to the head teachers and teachers. The questionnaires for this group of respondents had six sections. Section A looked for general background information or personal details of the respondents. Section B sought for information related to sanitation and hygiene intervention in the primary school, section C sought for information related to infrastructure and its influence on performance, section D consisted of information on sponsorship, training of SMT and headteachers and its influence of performance and the last section E consisted of questions related on ICT and provision of computers and its influence of performance. The questions were asked in a manner that allowed uniformity and thus allowed for possible comparison across respondents (Cohem and Manion 2003).

The interview schedule was administered on the two Tac tutors, QASO and the Matete World Vision ADP Manager. The interview schedule was an oral exchange between the researcher and the interviewee. The interview schedule was used to four respondents because it provided in-depth information which otherwise may not be acquired from a questionnaire. The items which sought responses included number of pupils in public primary schools and how they have been affected by the World Vision services for the last five years; response of the community on the World Vision services; type of intervention and the effect on performance; type of educational facilities that have been provided and their impact on performance in the target schools.

3.5.1 Pilot Testing

According to Cohen and Manion (2003) pilot study has a purpose that is to get the bugs out of the research instruments. The pilot testing therefore was used to ensure wording and format of questions that could present difficulties to the respondents are corrected or modified before presentation of questionnaires to the actual respondents. Piloting was carried out in two public primary schools selected randomly in Matete sub-County, with all senior teachers, deputy head teachers and head teachers filling in the questionnaire. The schools which were used in the pilot study were omitted in the actual study.

3.5.2 Validity of the research instruments

Validity is defined as the accuracy of the instruments used to obtain information in research, Daniel (2007). Mugenda and Mugenda (1999) state that validity of research instruments is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. For the research instruments to be considered valid the content selected and included in the questionnaire and interview schedule must be relevant to the variable being investigated (Mugenda and Mugenda 1999). The researcher carried out a pretest through a pilot study on two public schools using all senior teachers, deputy head teachers and the head teachers of those two primary schools. And for interview schedule, one Tac tutor was randomly selected for pretesting. The items in the questionnaire and interview schedule were derived from the research objectives to ensure and ascertain content validity.

3.5.3 Reliability of research instruments

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after trials. Reliability is concerned with the degree to which an instrument consistently measures whatever it is measuring. To establish reliability of the questionnaires, split half technique was used because the process is done once and it eliminates error due to differing conditions. The head teachers, deputy head teachers and senior teachers of the two schools selected filled the questionnaire; scored items were randomly divided into two parts using order of odd numbers on the other side and even numbers on the other side.

Pearson's product moment correlation (r) was used to determine the coefficient of stability of the data collection instruments. The correlation coefficient of 0.6 was found and was considered reliable to be used in the study.

3.6 Data collection procedures

Data was collected by use of the respective instrument techniques. The questionnaire that had a collection of items to which in writing was administered to the head teachers, deputy head teachers and senior teachers. Interview schedule was used to get information from the Tac tutors, District quality assurance and standard officer and the Matete ADP manager. Permission to conduct research was sought from the office of the president through the University of Nairobi, with an introductory letter from the District Education Officer Matete sub-county after obtaining the research permit in order to operate in the sub-county.

The researcher visited the sampled schools in order to fix dates for administering of the questionnaire. The researcher booked an appointment with the Tac tutors, DQASO and the manager of Matete World Vision ADP to administer interview schedules. The researcher then visited each of the sampled schools and administered the questionnaires. After the process, the researcher then proceeded to administer interview schedule to the officers as per the booked time.

3.7 Data Analysis

Data analysis was based on the objectives designed at the beginning of the research. The data collected was inspected and edited to ascertain their accuracy. The data was organized according to the instrument used; data was analysed using SPSS software. The analyzed responses from the respondents were recorded in form of tables showing frequencies and percentages.

Mean and standard deviation were also used. Statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages of the 5-point rating likert scale response out of the total study sample response per item were calculated. Mean values were also calculated in respective items. The mean values were calculated using the formula $\Sigma fx/\Sigma f$ where Σfx is the sum of product of f= frequency of responses and x = the likert scale range of values from (1, 2, 3, 4 and 5) and Σf is the sum of f = frequency of respondents who had attested to a particular rating scale among the range of (1-5) in their responses. Standard deviations were also calculated to show variability or consistency among respondents in responding to an item. The Standard deviation was calculated using the formula

$(\Sigma f(x-3)^2 / \Sigma f)$ and 3 was used as the assumed mean. The analyzed data was discussed in each case and then used to draw interpretation, conclusion and recommendations.

3.8 Ethical Consideration

The starting paragraph of the questionnaire provided clear instructions of confidentiality on the information that was provided by the respondent. That the information gathered from the respondents was to be kept private and confidential and that it was to be used for the study purpose only.

3.9 Summary

The chapter was divided into sections in a logical manner, from the introduction that described what is contained in the chapter, research design where specific approaches of the study was discussed, target population that showed the population and reason for the choice of the population, sampling procedure, reliability, method of data analysis and method of data analysis have been discussed in detail.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of the data analysis, presentation, interpretation and discussion. This chapter has background information of the respondents and organized according to the objectives of the study. The analysed data is presented using frequency distribution tables preceded by interpretation and discussions of findings on the influence of World Vision Kenya Matete ADP services on pupils' performance in primary schools within Matete Sub-County of Kakamega.

4.2 Questionnaire return rate

The researcher gave out 127 questionnaires to respondents. The researcher collected 103 questionnaires from the respondents. This represented 83.7% of all the questionnaires given. This was a fairly good number for analysis purpose. The respondents were 40 head teachers 38 deputy head teachers and 25 senior teachers.

4.3 Background information

Background of the respondents was analysed. The areas analysed included gender, teaching experience, duration as headteacher/deputy headteacher/senior teacher, highest professional qualification, administrative position and subjects taught.

4.3.1 Gender of respondents

The first question asked respondents to indicate their gender.

Table 4.1: Gender characteristics of respondents

Gender	Frequency	Percentage (%)
Male	64	62.34
Female	39	37.66
Total	**103**	**100**

Results showed that 62.34% of the respondents were male while 37.66% were female. Although men were the majority among the sampled teachers; gender was an insignificant variable in as far as the influence of World Vision Kenya Matete ADP services on pupils' performance in primary schools within Matete Sub-County of Kakamega was concerned.

4.3.2 Teaching experience

Respondents, specifically head teachers were asked to give their teaching experience. Their responses were tabulated below:

Table 4.2: Teaching experience

Teaching experience	Frequency	Percentage (%)
0 – 5	6	15
6 – 10	6	15
11 – 15	0	0
16 – 20	0	0
Above 20	28	70
Total	**40**	**100**

From the table, 28(70%) of the respondents have taught for over 20 years and only 6(15%) had taught for 0-5 years and 6-10 years. This indicates that majority of the respondents are experienced enough to know the services that influence pupils' performance in primary schools.

4.3.3 Duration as head teacher/ teacher

The respondents were also asked to state the duration they had had as head teachers or teachers. Their responses were as follows:

Table 4.3a: Duration as head teacher

Duration	Frequency	Percentage (%)
0 – 5	11	28.57
6 – 10	20	50.00
11 – 15	3	7.43
16 – 20	0	0.00
Above 20	6	14.23
Total	**40**	**100**

From the study, 20(50.00%) of the respondents have worked as head teachers for the duration of between 6-10 years, 11(28.57%) for the duration of between 0-5 years, 6(14.23%) above 20 years and 07.43% for the duration of between 11-15 years.

Table 4.3b: Duration as Deputy headteacher and Senior teacher

Duration	Frequency	Percentage (%)
0 – 2	07	11.11
3 – 6	25	39.68
7 – 12	18	28.57
13 – 16	04	06.35
Above 17	09	14.29
Total	**63**	**100**

39.68% of the respondents have worked for the duration between 3-6 years as teachers, 28.57% for the duration of 7-12 years, 14.29% for the duration above 17 years, 11.11% for the duration of 0-2 years and 06.35% for the duration of 13-16 years. This showed that most teachers have a vast experience in the teaching profession.

4.3.4 Highest professional qualification

Respondents were to give their highest professional qualification. They said the following:

Table 4.4: Highest professional qualification

Highest professional qualification	Frequency	Percentage (%)
P1	2	05.15
ATS (IV)	15	37.71
ATS (III)	8	21.43
ATS (II)	3	07.14
ATS (I)	3	07.14
Graduate	6	14.29
Senior Graduate and above 01	3	07.14
Total	**40**	**100**

The study showed that majority of the respondents 15(37.71%) were ATS (IV) holders. 8(21.43%) were ATS(III) holders, 6(14.29%) were graduates and the rest were either P1,ATS(II),and ATS(I) and senior graduate and above. This showed that most of the respondents were better endowed academically. The findings agree with Brown and Dugwid (2003) who found that highly skilled personnel enhanced production of high quality outcomes and effective improvement in an enterprise.

4.3.5 Administrative position

Of the teachers, the table below was what they gave as their administrative positions in their schools.

Table 4.5: Administrative position

Administrative position	Frequency	Percentage (%)
Deputy Head teacher	38	60.3
Senior teacher	25	39.7
Total	**63**	**100**

Results showed that 38(60.3%) of the respondents were Deputy Head teachers, 25(39.7%) were senior teachers.

4.3.6 Subjects taught.

The study also sought to establish the subjects that the teachers taught. They gave the following:

Table 4.6: Subjects taught.

Subjects taught	Frequency	Percentage (%)
Mathematics	19	30.16
Science	03	04.76
English	26	41.27
Kiswahili	11	17.46
Social/Humanities	04	06.35
Total	**63**	**100**

Results showed that 26(41.27%) of the respondents teach English, 19(30.16%) teach mathematics, 11(17.46%) teach Kiswahili, 04(06.35%) teach Social/Humanities and 03(04.76%) teach Science. It was noted that majority of the teachers teach languages and mathematics. Science and social/humanities is taught by few teachers.

4.4 Analysis as per each objectives

The next level of analysis showed the analysis of data according to the objectives.

4.4.1 Influence of sanitation and Hygiene intervention activities by the World Vision on performance of pupils in primary schools

Sanitation and hygiene together with clean water translates into healthy children and economic empowerment. The study sought to establish the sanitation and Hygiene intervention activities by the World Vision that influenced pupil performance. Respondents were asked if their schools had clean water. 72% said they had while 31% did not have. The respondents further gave the following as the source of water used in schools:

Table 4.7: Provision of water in the school

Source of water	Frequency	Percentage (%)
Tap water	12	28.58
Shallow borehole	14	35.71
Machine drilled borehole	14	35.71
Total	**40**	**100**

Results showed that 14(35.71%) get water from shallow bore hole, 14(35.71%) from machine drilled and 12(28.57%) from tap water. Some of the respondents who did have tap water 21.42% noted that when there is no water in the school, pupils get drinking water from the borehole outside the school. Respondents also noted that the availability of water improved the sanitation and hygiene of the schools. This agrees with Girma Begashar 's – WV Annual report (2011) that indicated that in the year 2012, World Vision Kenya through water sanitation and Hygiene programme, 343 water points, a total of 247658 people, including 172 schools realized improve access to safe water in 2012.

When asked how the pupils get their lunch, 71.43% said that the school offers pupils lunch. 28.57% did not offer lunch to their pupils. The respondents were also asked if they had a tank with tap for hand wash. All (100%) acknowledged that they had it. Respondents were asked how the schools acquired their hand wash or tap water facilities. Their responses were tabulated in the table below:

Table 4.8: How the schools acquired their hand wash or tap water facilities.

How the schools acquired their hand wash or tap water facilities	Frequency	Percentage (%)
Donation	29	71.43
Parent contribution	11	28.57
Government FPE funds	00	00.00
Total	**40**	**100**

29(71.43%) of the respondents said they got them through Donation and 11(28.57%) through parent contribution .Government FPE funds did not facilitate their acquiring them.

The study sought to find the number of VIP latrines and simple pit latrines the school had. For VIP Latrine for Girls, 78.57% respondent had latrines ranging between 0-5, 21.43% had latrines ranging between 6-10. For VIP Latrines for Boys, 100% respondent had latrines ranging between 0-5 and none had latrines ranging between 6-10. For VIP Latrines for teachers all 100% respondent had latrines ranging between 0-5 and none had latrines ranging between 6-10 . For Simple pit latrines for Girls, 78.57% respondent had pit latrines ranging between 0-5, 21.43% had pit latrines ranging between 6-10. For Simple pit latrines for Boys, 85.71% respondent had pit latrines ranging between 0-5, 14.29% had pit latrines ranging between 6-10. For Simple pit latrines for Teachers, all 100% respondent had pit latrines ranging between 0-5.This was in line with the Girma Begashar 's – WV Annual report (2011) that showed that 880 VIP latrines were constructed in schools during the year and that the provision of safe water in various parts of Kenya has reduced the time spend by the rural community members in search of water. Annual World Vision report (2012)

The respondents were in their opinion to state if the sanitation, hand wash program and hygiene intervention influenced pupil's performance in their schools. Responses were tabulated in the table below:

Table 4.9: Sanitation, hand wash program and hygiene intervention and influence of pupil's performance in their schools

Sanitation, hand wash program and hygiene intervention influence pupils' performance in the schools	**Frequency**	**Percentage (%)**
Strongly agree	67	64.94
Agree	11	10.39
Not sure	4	03.90
Disagree	4	03.90
Strongly disagree	17	16.88
Total	**103**	**100**

67(64.94%) of the respondents strongly agreed that the sanitation, hand wash program and hygiene intervention influenced pupil's performance in their schools. 17(16.88%) strongly disagreed, 11(10.39%) agreed, 4(03.90%) disagreed and 4(03.90%) were not sure. Since majority of the respondents strongly agreed, it can be concluded that sanitation, hand wash program and hygiene intervention influenced pupil's performance in their schools. From the results it was noted that highest number of respondents strongly agreed that sanitation and hygiene intervention influences pupils' performance in the schools. This agree with the World Vision Inc (2015) that when children don't have to walk long distance to get water, they have more time to attend school and more energy to learn.

4.4.2 Influence of infrastructure and other related learning facilities provided by the World Vision on performance of pupils in primary schools

Better achievement levels were associated with possessions of some facilities and access to reading materials outside the school. The study sought to establish the influence of infrastructure and other related learning facilities provided by the World Vision on performance of pupils in primary schools. Respondents were asked in their view if adequacy of text books for learners in the schools were adequate. Responses were tabulated in the table below:

Table 4.10: Adequacy of infrastructure facilities and other learning facilities

Adequacy and availability of infrastructure and other learning facilities	**Frequency**	**Percentage (%)**
Adequate	16	15.58
Not adequate	82	79.22
Available	4	03.90
Not available	1	01.30
Total	**103**	**100**

Results showed that 82(79.22%) of the respondents said that the infrastructure facilities and other learning facilities were not adequate, 16(15.58%) said they were adequate, 4(03.90%) said that the text books were available and 1(01.30%) said that they were not available.

When asked if schools received any donor fund or support in acquiring educational resources, all 103(100%) respondents agreed that they received. They agreed that they received from World Vision support like provision of text books, classrooms, toilets, water projects, computers and plastic tables and chairs. Grantham et al (1988) while studying school performance noted that better achievement levels were associated with possession of school materials and access to reading materials outside the school. Non-governmental organizations, for example World Vision – Kenya and others that partner with the Kenya government play a pivot role in financing and providing some of the basic teaching and learning educational materials and equipment to the sponsored school around the country. In addition this study agrees with Michelin (2007) who noted that sponsors played an important role in school financial support as well as spiritual growth of children in those schools.

They were further asked to state how the donation assisted in enhancing performance in the school. The responses were as follows:

Table 4.11: Donation and Performance index

Donation and performance index	**Frequency**	**Percentage (%)**
High performance	25	24.68
Average performance	78	75.32
Improved performance noted	00	00.00
Not sure	00	00.00
Total	**103**	**100**

From the results, 78(75.32%) of the respondents pointed out average performance as the effect of the donations and 25(24.68%) pointed out high performance as the effect of the donations. None of the respondents noted improved performance and none was not sure if donations had an influence on performance of pupils. Non-governmental organizations, for example World Vision – Kenya and others that partner with the Kenya government play a pivot role in financing and

providing some of the basic teaching and learning educational materials and equipment to the sponsored school around the country. This study concurs with Fagero (1999) who showed that a major factor that affects performance of day secondary students was lack of reading materials at home and Morumbwa (2008) who found out that lack of facilities and lack of motivation, are some of the causes that hinder good performance.

4.4.3 Influence of Sponsorship on performance of pupils in primary school

Sponsorship is brought about as a result of poverty with understanding that it will improve the living conditions of the poor and transform them towards wholeness of life with dignity, justice, peace and hope.

The study was to investigate how sponsorship of pupils by world Vision influenced performance of pupils in primary school. Respondents, specifically head teachers were asked if they had pupils in their schools who get sponsorship by World Vision. All 100% agreed that they had. All 100% respondents pointed out that World Vision sponsorship of pupils in the school has been beneficial.

When asked to state ways in which sponsorship of pupils, enhanced academic performance of the school, the respondents gave the following:

Table 4.12: Type of sponsorship given by World Vision

Materials	**Frequency**	**Percentage (%)**
Textbooks, pens, geometrical sets	30	29.12
Uniforms for all and sanitary towels for girls	44	42.72
Fees for lunch	29	28.16
Total	**103**	**100**

Respondents gave the following as the form of sponsorship given to the pupils: Uniform 44(42.72%), text books, pens and geometrical sets 30(29.12%) and fees for lunch 29(28.16%). Apart from the items mentioned above respondents also said ICT gadgets, D-light, home clothes, outdoor play equipment and beddings were also provided.

Table 4.13: Ways in which sponsorship of pupils enhanced academic Performance of the school

Ways in which sponsorship of pupils enhanced academic performance of the school	Frequency	Percentage (%)
Increased enrolment	16	15.55
Reduced absenteeism in pupils	16	15.55
Retention rate is high	48	46.67
Has not increased enrolment	00	00.00
Sponsored pupils performing better	23	22.22
Sponsored pupils are showing no improvement at all	00	00.00
Total	**103**	**100**

Results showed that 48(46.67%) of the respondents said that sponsorship of pupils enhanced academic performance of the schools through increase in retention rate, 16(15.55%) said it is seen through Reduced absenteeism in pupils, 16(15.55%) said it is seen through increased enrolment. These results show clearly that sponsorship has an impact on academic Performance of the pupils in schools through increase in retention rate, reduced absenteeism in pupils and increased enrolment.

The respondents were asked to give their schools' KCPE school mean mark for the last four years. Their responses were noted in the table below

Table 4.14: Schools' KCPE mean mark for the years 2011, 2012, 2013and 2014

Year	Mean mark	Frequency	Percentage (%)
2011	Below 250	11	28.57
	250 – 300	23	57.14
	301 – 350	6	14.29
	Above 350	0	00.00
	Total	**40**	**100**

From the analysis obtained above there was marked improvement in the mean marks of 23 schools out of 41 since they scored the mean marks between 250 – 300; while only 6 schools had a mean marks between 301 – 350. This shows 29 schools out of 40 schools interviewed performed above the average mean mark which was impressive.

Year	Mean mark	Frequency	Percentage (%)
2012	Below 250	6	14.29
	250 – 300	23	57.14
	301 – 350	11	28.57
	Above 350	0	00.00
	Total	**40**	**100**

In 2012, the performance analysed shows a change from 2011; those schools that scored mean marks between 250 – 300 remained constant at 23 but those schools that scored below 250 mean marks dropped from 11 schools in 2011 to 6 schools in 2012. The schools that produced a mean mark between 301 – 350 increased in number from 6 schools in 2011 to 11 schools in 2012. This shows that there is an improvement in the top schools in terms of KCPE mean mark results.

Year	Mean mark	Frequency	Percentage (%)
2013	Below 250	11	28.57
	250 – 300	11	28.57
	301 – 350	18	42.86
	Above 350	0	00.00
	Total	**40**	**100**

In the year 2013, the analysis shows a drop in the number of schools that obtained a mean mark between 250 – 300, these were 11 compared to 2012 where the schools were 23. But there was an increase in the number of schools that got a mean marks between 301 – 350. The number was 18 compared to the previous number in 2012 which was 11. This showed an improvement in performance by 18 schools from 17 schools in two years; 6 in 2011 and 11 in 2012.

Year	Mean mark	Frequency	Percentage (%)
2014	Below 250	11	28.57
	250 – 300	18	42.86
	301 – 350	11	28.57
	Above 350	0	00.00
	Total	**40**	**100**

In 2014, the number of schools that scored a mean marks between 250 – 300 increased to 18 from the previous year 2013 the schools were 11. For the schools which scored between 301 – 350, the number reduced to 11 from 18 in the previous year 2013.

From the above analysis there is an improvement in the mean marks in KCPE generally from 2011 to 2014. Clusters of schools improved their means especially in the year 2011 to 2013 and a slight drop in 2014. This shows that services provided by World Vision over the 6 years have positively impacted on the pupils' results in KCPE; other external factors that are not being investigated may have affected the realization of tremendous results from year to year.

4.4.4 Influence of training of the headteachers and their teachers on the performance of pupils in primary schools.

Induction programmes and capacity building workshops for newly appointed SMT members can positively influence and improve the management skills of the individuals. The study sought to establish the influence of training of the head teachers and their teachers on the performance of pupils in primary schools. They were asked if they had been trained on administrative management by the World Vision.

Respondents were asked if they had been trained on administrative management by World Vision. 68 (66.23%) agreed that they had been trained while 34(33.77%) were not trained. Head teachers who had been trained on administrative management were also asked to indicate if they are now able to supervise the curriculum effectively. The responses are shown in the table 4.13 below:

Table 4.15: Effective supervision of the curriculum

Supervise the curriculum effectively	Frequency	Percentage (%)
Strongly agree	34	85.71
Agree	6	14.29
Not sure	00	00.00
Disagree	00	00.00
Strongly disagree	00	00.00
Total	**40**	**100**

From the table, 34(85.71%) of the respondents strongly agreed that training in administrative management has enabled them to supervise the curriculum effectively while 6(14.29%) agreed. School leaders, who are prepared to lead schools designed for higher student achievement, need to have comprehensive understanding of school and classroom practices that contributed to student achievement. Such leaders have also the know how to work with teachers to implement continuous student improvement and to provide the necessary support for staff to carry out sound school curriculum and instructional practices. (Bottoms and O'neil, 2001),

Respondents were also asked to indicate if training makes guiding and counseling staff on Professional matters effectively. Responses were tabulated in the table below:

Table 4.16: Training and guiding and counseling staff on professional matters

Training makes guiding & counseling staff on professional matters effective	**Frequency**	**Percentage (%)**
Strongly agree	40	100
Agree	00	00
Not sure	00	00
Disagree	00	00
Strongly disagree	00	00
Total	**40**	**100**

From the table, all 40(100%) respondents strongly agreed that training makes guiding and counseling of staff on Professional matters effectively

When asked if the respondents and their teachers can set targets and work to achieve them within the specified time, they said the following:

Table 4.17: Setting targets and work to achieve them within the specified time

Set targets and work to achieve them within the specified time	**Frequency**	**Percentage (%)**
Strongly agree	20	50.00
Agree	08	21.43
Not sure	06	14.29
Disagree	06	14.29
Strongly disagree	00	00.00
Total	**40**	**100**

From the table, 20(50.00%) of the respondents strongly agreed that training in administrative management has enabled them to set targets and work to achieve them within the specified time, 08(21.43%) agreed, while 06(14.29%) disagreed and the same number were not sure.

Respondents were also asked to indicate if training had enabled them prepare school strategic plan. Responses were tabulated in the table below:

Table 4.18: Training and preparation of school strategic plan to enhance performance

Training has enabled us prepare school strategic plan	**Frequency**	**Percentage (%)**
Strongly agree	60	92.86
Agree	00	00.00
Not sure	00	00.00
Disagree	03	07.14
Strongly disagree	00	00.00
Total	**40**	**100**

From the table, 60(92.86%) respondents strongly agreed that training has enabled them prepare School strategic plan while 03(07.14%) disagreed.

Teachers who were trained in SMT were asked to indicate if training had made planning better for them. They responded as follows:

Table 4.19 Training and better planning to enhance performance

Training had made planning better	**Frequency**	**Percentage (%)**
Strongly agree	21	33.33
Agree	42	66.67
Not sure	00	00.00
Disagree	00	00.00
Strongly disagree	00	00.00
Total	**63**	**100**

44(66.67%) of the respondents agreed that through training, planning was made better. 21(33.33%) strongly agreed. In general, when professionals undergo a refresher course or any training, they are motivated and tend to plan their work better. According to World Vision Annual report (2013) Lao, the World Vision has trained 672 teachers and 160 school directors on new learning approaches to improve the quality of education and learning environment; teachers were taught on how to use locally available materials to support teaching and learning activities. With these, planning is done well.

Respondents were also asked to state if training had made planning more effective. Their responses were as follows:

Table 4.20: Training and planning efficiency

Training has enabled planning to be more efficient	**Frequency**	**Percentage (%)**
Strongly agree	28	44.44
Agree	35	55.56
Not sure	00	00.00
Disagree	00	00.00
Strongly disagree	00	00.00
Total	**63**	**100**

From the results, 35(55.56%) of the respondents agreed that training had made planning more effective and 28(44.44%) strongly agreed. None neither disagreed, strongly disagreed and not sure. Training of teachers on new learning approaches improve the quality of education and learning environment. When teachers are taught how to use locally available materials to support teaching and learning activities, planning is made efficient. This agrees with Paisey (1992) whose work found out that induction programmes and capacity building workshops for newly appointed SMT members can positively influence and improve the management skills of the individuals

Respondents were also asked to state if training had not improved planning. The responses were tabulated in the table below:

Table 4.21: Training had not improved planning

Training has not improved planning	Frequency	Percentage (%)
Strongly agree	00	00.00
Agree	00	00.00
Not sure	00	00.00
Disagree	32	71.11
Strongly disagree	13	28.89
Total	**45**	**100**

From the study, 32(71.11%) respondents disagreed that training had not improved planning.13 13(28.89%) strongly disagreed. This indicates that training improves planning**.** Thus (Paisey 1992) noted that induction programmes and capacity building workshops for newly appointed SMT members can positively influence and improve the management skills of the individuals.

4.4.5 Influence of provision of ICT programme by the World Vision on the performance of pupils in primary schools

The study sought to determine the Influence of provision of ICT programme by the World Vision on the performance of pupils in primary schools. Respondents were asked if their schools had received ICT/Computers from World Vision. 12(85.71%) said that they received the computers. They were also asked if they received together with their teachers any training to facilitate the use of ICT facilities. All 100% of them agreed to this. 9(64.29%) of them said they were trained for 11 days and above, 2(14.29%) for between 0 to 3 days, 2(14.29%) for 10 days and 1(7.14%) for between 4-5 days.

The respondents were also asked if their schools accessed internet. 71.43% agreed and 28.57% did not. When asked in their opinion if the use of ICT and Computers in teaching and learning in the school enhanced performance of teachers and pupils, they responded as follows:

Table 4.22: Use of ICT and Computers in teaching and learning and enhanced performance of teachers and pupils

Use of ICT and computers in teaching and learning in the school has enhanced performance of teachers and pupils	Frequency	Percentage (%)
Strongly agree	06	42.86
Agree	03	21.43
Not sure	00	00.00
Disagree	03	21.43
Strongly disagree	02	14.29
Total	**14**	**100**

Results showed that 6(42.86 %) respondents strongly agreed that use of ICT and Computers in teaching and learning in the school had enhanced performance of teachers and pupils. 3(21.43%) agreed, 3(21.43%) disagreed and 2(14.29%) strongly disagreed. 14 respondents were from the 14 schools that received donation of computers and other ICT equipment by World Vision.

4.4.5.1Tasks related to professional work of a teacher's use of ICT to improve performance in schools

The study sought to rate tasks related to professional work of a teacher's use of ICT to improve performance in schools (Rating scale: 5-Very low, 4-Low, 3-Moderate, 2-High, 1- Very High) their responses were tabulated below:

Table 4.23: Rating of tasks related to professional work of a teacher'suse of ICT to improve performance in schools

Rating of tasks related to professional work of a teacher's use of ICT to improve performance in schools		5	4	3	2	1	Mean	Standard Deviation
Preparation of lessons:	Frequency	10	15	41	11	00	3.31	0.86
	Percentage	12.99	19.48	53.25	14.29	00	100	
Preparation of examination items								
	Frequency	14	34	25	04	00	3.75	1.22
	Percentage	18.18	44.16	32.47	05.19	00	100	
Keeping of inventory:	Frequency	40	17	12	08	00	4.16	2.40
	Percentage	51.95	22.08	15.58	10.39	00	100	
KCPE registration:	Frequency	11	27	32	07	00	3.54	1.01
	Percentage	14.29	35.06	41.56	09.09	00	100	
Internet browsing by pupils:								
	Frequency	45	17	15	00	00	4.39	2.56
	Percentage	58.44	22.08	19.48	00	00	100	
Classroom delivery by use of projector and laptop:	Frequency	45	25	07	00	00	4.49	2.66
	Percentage	58.44	32.47	09.09	00	00	100	
Monitoring pupils' progress:								
	Frequency	27	34	11	07	00	4.13	1.94
	Percentage	35.06	44.16	14.29	09.09	00	100	
Mean of 7 on (1 – 5)							**3.97**	**1.95**

For item one in Table 4.22; the mean value was calculated using the formula Σfx/Σf where Σfx is the sum of product of f= frequency of responses and x = the likert scale range of values from (1, 2, 3, 4 and 5) and Σf is the sum of f = frequency of respondents who had attested to a particular rating scale among the range of (1-5) in their responses. The mean value was calculated as

$\Sigma fx/\Sigma f = (10\times5 + 15\times4 + 41\times3 + 11\times2 + 0\times1)/77 = 255/77 = 3.31$. The rest of the mean values in the study were calculated in the same way.

Standard deviations were also calculated to show variability or consistency among responses per item. The Std dev = $(\Sigma f(x-3)2/\Sigma f)$ where 3 was used as the assumed mean. For item one in Table 4.22; the standard deviation value was calculated as $\Sigma f(x- 3)^2/\Sigma f = (10\times4 + 15\times1 + 41\times0 + 11\times1 + 0\times0)/77 = 67/77 = 0.86$. The rest of the standard deviation values in the study were calculated in the same way.

The mean value of 3.97 on average from the likert scale range of (1-5) indicates that the respondents' rating whether tasks related to professional work of a teacher's use of ICT provided by World Vision had any significant influence on improvement of performance in primary schools within Matete ADP was low. The fact that the standard deviation calculated (Std Dev = 1.95) was outside one deviation from mean shows that we can't be 99% confident that all respondents were consistent in their responses.

This study does agree with what Governments and educationalists around the World have come to recognize as the importance of ICT in fostering teaching and learning in primary school UNESCO (2010). It need to be noted just like IITE (2010) that ICT and internet are the way forward in education to raise global citizens who will participate in building the knowledge society. Halsey (2007) also noted that ICT can be used in the literacy instructions where web logging has been used to promote literacy in the classroom. In addition, ICT can facilitate teaching and learning of mathematics through inquiry-based learning like web quest activities. Halsey (2007) also found out that scientific literacy of primary school pupils is correlated with ICT experience.

4.5 Analysis from the interview

The interview was conducted on Tac-Tutor, Dqaso and World Vision – Matete ADP manager. The Tac-tutor and Dqaso had worked in the Zone/district for four years. When asked in their opinions how they could rate the level of sanitation and hygiene in the schools, they said that since the inception of the World Vision-ADP Matete, the level of sanitation in schools was now moderately high. And the level of sanitation and hygiene had contributed to a steady rise in pupil performance in most schools within their zone. On their part, World Vision said that sanitation and hygiene interventions had been successfully carried out in most of the primary schools. The health of children was good and there were very few cases of diarrhea and typhoid reported. The organization had reached over 50% of vulnerable children in terms of support and their goal is to reach all vulnerable children.

In addition, the respondents noted that the service carried out by the World Vision had impacted positively on academic performance in the zone. Such services were provision of infrastructure, training of teachers and provision of sponsorship to the needy children. From World Vision reports, statistics showed that provision of basic infrastructure by the organization had affected performance of primary schools in terms of increased enrolment and retention in those schools and most schools had recorded remarkable K.C.P.E improvement every year.

When asked to comment on the trainings that had been mounted by the Ministry of Education in partnership with World Vision, the respondents noted that head teachers, deputy head teachers, SMT and PTA representatives had been trained on school management and resource utilization. It was also noted that schools in the zones had benefitted from the World Vision programme of equipping schools with computers and ICT equipment. The study sought to find out how the programme had influenced the classroom teaching and learning in the schools affected. The respondents said that the schools that benefitted were using computers for teaching especially English, Geography and in assessing pupil progress in class.

The respondents were asked to comment on the partnership between the World Vision and the Ministry of Education on sponsorship of children and how this had influenced retention, enrolment and performance in primary schools. They noted that World Vision had improved the economic wellbeing of orphans, provision of text books, pens, mathematical sets, sanitary towels, shoes, blankets and sheets and uniform to sponsored needy children. Retention and enrolment and pupils' performance has tremendously increased and sustained.

Respondent from World Vision when asked to give the number of schools they supported by their organization in provision of classrooms, and other basic educational facilities said they had constructed ECDE classrooms and new classrooms in various primary schools in the two zones. As such, pupils can now concentrate on their academics and so retention, enrolment and performance in primary schools have improved. World Vision through the spark a child digital future initiative has helped 14 schools receive 300 computers for pupils, LCD projectors and printers. In addition 170 teachers and 28 schools administrators have been trained on basic ICT skills and its integration in Education. In conclusion, the opinion of the World Vision was that there has been a tremendous improvement on the mean mark of the schools that had been sponsored fully especially those that received the computers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the influence of World Vision Kenya Matete ADP services on pupils' performance in primary schools within Matete Sub-County of Kakamega County, KCPE examinations and enrolment in schools was used as a measure of performance. The chapter focuses on the summary of the findings, related discussions and recommendations.

5.2 Summary of findings

The study sought to establish the sanitation and Hygiene intervention activities by the World Vision that influenced pupil performance. Respondents were asked if their schools had clean water. 54 said they had while 23 did not have. Results showed that 5 get water from shallow bore hole, 5 from machine drilled and 4 from tap water. Some of the respondents who did have tap water 3 noted that when there is no water in the school, pupils get drinking water from the borehole outside the school. Respondents also noted that the availability of water improved the sanitation and hygiene of the school. When asked how the pupils get their lunch, 10 said that the school offers pupils lunch. 4 did not offer lunch to their pupils. The respondents were also asked if they had a tank of tap for hand wash. All 14 acknowledged that they had it.10 of the respondents said they got them through Donation and 4 through parent contribution. Government FPE funds did not facilitate their acquiring them.

The study sought to find the number of VIP latrines and simple pit latrines the school had. For VIP Latrine for Girls, 11 respondents had latrines ranging between 0-5, 3 had latrines ranging between 6-10. For VIP Latrines for Boys, 14 respondents had latrines ranging between 0-5 and none had latrines ranging between 6-10. For VIP Latrines for teachers all 14 respondents had latrines ranging between 0-5 and none had latrines ranging between 6-10 . For Simple pit latrines for Girls, 11 respondents had pit latrines ranging between 0-5, 3 had pit latrines ranging between 6-10. For Simple pit latrines for Boys, 12 respondents had pit latrines ranging between 0-5, 2 had pit latrines ranging between 6-10. For Simple pit latrines for Teachers, all 14 respondents had pit latrines ranging between 0-5. 67 of the respondents strongly agreed that the

sanitation, hand wash program and hygiene intervention influenced pupil's performance in their schools.17 strongly disagreed, 11 agreed, 4 disagreed and 4 were not sure.

The study sought to establish the influence of infrastructure and other related learning facilities provided by the World Vision on performance of pupils in primary schools. Results showed that 82 of the respondents said that the text books were not adequate, 16 said they were adequate, 4 said that the text books were available and 1 said that they were not available. When asked if schools received any donor fund or support in acquiring educational researches, all 103 respondents agreed that they received. They agreed that they received from World Vision support like provision of text books, classrooms, toilets, water projects, computers and plastic tables and chairs. From the results, 78 of the respondents pointed out average performance as the effect of the donations and 25 pointed out high performance as the effect of the donations. None of the respondents noted improved performance and none was not sure if donations had an influence on performance of pupils.

The study was also to investigate how sponsorship of pupils by world Vision influenced performance of pupils in primary school. Respondents, specifically head teachers were asked if they had pupils in their schools who got sponsorship by World Vision. All 103 agreed that they had. They gave the following as the form of sponsorship given to the pupils: books 30, uniform 44, and fees for lunch 29. Other types of sponsorship included sanitary towels for girls, ICT gadgets, D Light, clothes, outdoor play equipment and beddings. All 103 respondents pointed out that World Vision sponsorship of pupils in the school has been beneficial. Results showed that 48 of the respondents said that sponsorship of pupils enhanced academic performance of the schools through increase in retention rate, 16 said it is seen through Reduced absenteeism in pupils, 16 said it is seen through increased enrolment. From the results above, schools of eleven respondents got the mean marks of below 250 in all the years. 29 schools of the respondents registered a mean mark above 250 but below 350 in all the years; none of the schools got a mean mark above 350.The trend further showed a decrease in mean mark between the years 2013 and 2014.

The study also sought to establish the influence of training of the head teachers and their teachers on the performance of pupils in primary schools. Head teachers were asked if they had been

trained on administrative management by the World Vision. Respondents were asked if they had been trained on administrative management and SMT by World Vision. 68 agreed that they had been trained while 34 were not trained. 34 of the respondents strongly agreed that training in administrative management has enabled them to supervise the curriculum effectively while 6 agreed. All 40 respondents strongly agreed that training makes guiding and counseling staff on Professional matters effectively. From the table, 20 of the respondents strongly agreed that training in administrative management has enabled them to set targets and work to achieve them within the specified time, 8 agreed, while 6 disagreed and the same number were not sure. From the table, 60 respondents strongly agreed that training has enabled them prepare School strategic plan while 3 disagreed.

Teachers who were trained in SMT were asked to indicate if training had made planning better for them. 60 of the respondents agreed that through training, planning was made better. 21 strongly agreed. In general, when professionals undergo a refresher course or any training, they are motivated and tend to plan their work better. From the results, 35 of the respondents agreed that training had made planning more effective and 28 strongly agreed. None neither disagreed, strongly disagreed and not sure. 32 respondents disagreed that training had not improved planning. 13 strongly disagreed. This indicates that training improves planning**.**

The study sought to determine the Influence of provision of ICT facilities by the World Vision on the performance of pupils in primary schools. Respondents were asked if their schools had received ICT/Computers from World Vision. 12 said that they received the computers. They were also asked if they received together with their teachers any training to facilitate the use of ICT facilities. All 14 of them agreed to this. 9 of them said they were trained for 11 days and above, 2 for between 0 to 3 days, 2 for 10 days and 3 for between 4-5 days. 32 agreed that they accessed internet and 13 did not. Results showed that 6 respondents strongly agreed that use of ICT and Computers in teaching and learning in the school had enhanced performance of teachers and pupils. 3 agreed, 3 disagreed and 2 strongly disagreed.

The study sought to rate tasks related to professional work of a teacher's use of ICT to improve performance in schools. The mean value of 3.97 on average from the likert scale range of (1-5)

indicated that the respondents' rating whether tasks related to professional work of a teacher's use of ICT provided by World Vision had any significant influence on improvement of performance in primary schools within Matete ADP was low. The fact that the standard deviation calculated (Std Dev = 1.95) was outside one deviation from mean shows that we can't be 99% confident that all respondents were consistent in their responses.

5.3 Conclusions

The study sought to establish the sanitation and Hygiene intervention activities by the World Vision that influenced pupil performance. Respondents noted that the availability of water improved the sanitation and hygiene of the schools. Majority of the respondents strongly agreed that sanitation, hand wash program and hygiene intervention influenced pupil's performance in their schools. Sanitation and Hygiene together with good water translate into healthy children and economic empowerment.

The study sought to establish the influence of infrastructure and other related learning facilities provided by World Vision on performance of pupils in primary schools. This study concluded that a major factor that affects performance of pupils was lack of reading materials, either at home or school and also that lack of facilities are some of the causes that hinder good performance. Good, clean buildings, proper furniture and adequate textbooks motivate learners to like their school and learning in general.

The study was also to investigate how sponsorship of pupils by world Vision influenced performance of pupils in primary schools. It can be concluded from the results that sponsorship has an impact on academic Performance of the pupils in schools through increase in retention rate, reduced absenteeism in pupils and increased enrolment. Through sponsorship, vulnerable children are provided with hope for their future and motivation to work hard in school.

The study sought to establish the influence of training of the head teachers and their teachers on the performance of pupils in primary schools. From the study it can be concluded training helps head teachers improve their administrative management skills and helps regular teachers improve their planning skills and effective classroom delivery. Sponsorship therefore increases formal educational levels and raises the chances of future formal employment by children.

It needs to be noted that ICT is important in fostering teaching and learning in primary school Respondents were not consistent in rating of tasks related to professional work of a teacher's use of ICT to improve performance in schools. Provision of ICT facilities in primary schools creates pedagogy shift on how teaching and learning of the curriculum content can be carried out, which will improve results and motivation of teachers and learners, because of the enjoyment of learning and teaching using ICT.

5.4 Recommendation

The following are the recommendations that were obtained from the study:

1. World Vision and others that partner with the Kenya government play a pivot role in financing and providing some of the basic teaching and learning educational materials and equipment to the sponsored school around the country. As such the government of Kenya should liase with NGOs like World Vision to provide enabling environment and offer teachers facilities and requirements for teaching to help improve performance.

2. There was no consistency and much improvement in performance even after provision of services by World Vision. This was seen in the mean marks in the years 2011, 2012, 2013 and 2014. Therefore there could be other factors that affect performance of pupils in Matete Sub-County of Kakamega as such the researcher recommends that they be studied.

5.5 Areas for Further Research

The study was conducted in Matete Sub-County of Kakamega County, Kenya. The following observations were noted for further research; Factors influencing performance of pupils who are supported by NGOs in Kenya. It is also suggested that a similar study be done in other sub-counties in the county where World Vision Kenya ADP services are offered to have a comparison for the same variables.

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APPENDIX A: INTRODUCTION LETTER

Augustine Oware,

P.O. Box 52,

WEBUYE.

Dear Sir/Madam,

RE: RESEARCH QUESTIONNAIRE

I am a Master of Art Student at the University of Nairobi specializing in project planning and management. My research project title is 'The influence of World Vision services on pupils' performance in primary schools in Kenya.' a case study of Matete sub-county, Kakamega County.

I have prepared a questionnaire for the purpose of gathering the necessary data; which will be filled by head teachers and teachers within Matete sub-county. I wish to kindly request your assistance in the noble endeavour by filling this questionnaire.

I wish to emphasize that all your responses inform of information provided will be held in confidence and will only be for the purpose of the study.

I appreciate your co-operation.

Thank you.

Yours faithfully,

AUGUSTINA OWARE

APPENDIX B: QUESTIONNAIRE FOR HEADTEACHERS

The aim of the study is to establish how the activities of the World Vision – Kenya have influenced performance in primary schools in Matete Sub-County. Kindly answer the questions outlined here by ticking (√) in the appropriate space as directed by the question. Note that all information will be kept confidential. Do not write your name on this paper.

SECTION A: GENERAL INFORMATION

1. What is your gender? Male ☐ Female ☐
2. Name of your School ……
3. Which is your teaching experience?
   0 – 5 years ☐ 6 – 10 years ☐
   11 – 15 years ☐ 16 – 20 years ☐
   20 and above years ☐

4. How long have you been a head teacher?
   0 – 5 years ☐ 6 – 10 years ☐
   11 – 15 years ☐ 16 – 20 years ☐
   20 and above years ☐

5. What is your highest professional qualification?
   P1 ☐ ATS (IV) ☐ ATS III ☐ ATS II ☐
   ATS I GRADUATE SENIOR GRADUATE AND ABOVE ☐

SECTION B: SANITATION AND HYGIENE INTERVENTIONS

6. Does the school have clean water?
   Yes ☐ No ☐
7. What is the source of water used in school?
   Tap water ☐ Shallow bore hole ☐ Machine drilled bore hole ☐

8. If there is no water in the school how do pupils get drinking water?
   Go to the borehole outside the school ☐
   Stay without water ☐
   Water is brought by the parents ☐

9. Does the school offer pupils with lunch?
   Yes ☐ No ☐

10. Does the school have tank of tap for hand wash?
   Yes ☐ No ☐

11. How did the school acquire its hand wash or tap water facilities?
   Through Donation ☐
   Through parent contribution ☐
   Government FPE funds ☐

12. a) How many VIP latrines and simple pit latrines does the school have?
   VIP Latrine for Girls ☐
   VIP Latrines for Boys ☐
   VIP Latrines for teachers ☐
   Simple pit latrines for Girls ☐
   Simple pit latrines for Boys ☐
   Simple pit latrines for Teachers ☐

b) In your opinion has the sanitation, hand wash program and hygiene intervention influenced pupil's performance in your school?

Strongly agree ☐ agree ☐ Not sure ☐

Disagree ☐ Strongly disagree ☐

SECTION C: FACILITIES AND RESOURCES

13. What is your view on adequacy of text books for learners in the school?
   Available ☐ Not available ☐
   Enough ☐ Not Enough ☐

14. Has your school received any donor fund or support in acquiring educational researches?

Yes ☐ No ☐

15. If the answer in (14) above is yes, how has the donation assisted in enhancing performance in the school?

High performance ☐ Average performance ☐

No improved performance noted ☐ Not sure ☐

SECTION D: SPONSORSHIP PROGRAMME

16. Do any of your pupils in the school get sponsorship by World Vision?

Yes ☐ No ☐

17. What is the form of sponsorship given to the pupils?

Textbooks, Exercise Books and Pens ☐

Uniform ☐

Fees for Lunch ☐

Any other specify ☐

…….

18. In what way has sponsorship of pupils, enhanced academic performance of the school?

Through increased enrolment ☐

Reduced absenteeism among pupils ☐

Retention rate of pupils in school is high ☐

Has not increased enrolment ☐

Sponsored pupils are performing better ☐

Sponsored pupils are showing no improvement at all ☐

19. What was your KCPE school mean mark for the last four years?

2011 ☐ 2012 ☐

2013 ☐ 2014 ☐

SECTION E: TRAINING OF HEADTEACHERS AND TEACHERS

20. Have you been trained on administrative management by the World Vision?

Yes ☐ No ☐

21. If the answer in (20) above is yes, use the following key to respond to the questions below.

Strongly agree ☐ agree ☐ Not sure ☐

Disagree ☐ Strongly disagree ☐

a) You are now able to supervise the curriculum effectively
b) Can guide and counsel your staff on professional matters effectively
c) You and your teachers can set targets and work to achieve them within the specified tie
d) You and your teachers have prepared your school strategic plan

SECTION F: ICT INTEGRATION

22. Has your school received ICT/Computers from World Vision?

Yes ☐ No ☐

23. Have your teachers and yourself received any training to facilitate the use of ICT facilities?

Yes ☐ No ☐

24. If the answer in (23) above is yes, for how long did the training take?

0 – 3 days ☐ 4 – 5 days ☐

10 days ☐ 11 days and above ☐

25. Does your school access internet?

Yes ☐ No ☐

26. In your opinion, has the use of ICT and Computers in teaching and learning in your school enhanced performance of teachers and pupils?

Strongly agree ☐ Agree ☐ Not sure ☐

Disagree ☐ Strongly disagree ☐

Thank you.

APPENDIX C: QUESTIONNAIRE FOR DEPUTY HEADTEACHERS AND SENIOR TEACHERS

The aim of the study is to establish how the activities of the World Vision – Kenya have influenced performance in primary schools in Matete Sub-County. Kindly answer the questions outlined here by ticking (√) in the appropriate space as directed by the question. Note that all information will be kept confidential. Do not write your name on this paper.

1. What is your gender?

   Male ☐ Female ☐

2. How long have you been teaching in you present school?

   0 – 2 years ☐ 3 – 6 years ☐

   7 – 12 years ☐ 13 – 16 years ☐

   17 years and above ☐

3. What is your administrative position in your school?

   Deputy head ☐ Senior teacher ☐

4. Which subject do you teacher?

   Mathematics ☐ Sciences ☐

   English ☐ Kiswahili ☐

   Social Science/Humanities ☐

SECTION B: SANITATION AND HYGIENE INTERVENTIONS

5. Does the school have clean water?

   Yes ☐ No ☐

6. If the answer in (5) above is yes, has the availability of water improved the sanitation and hygiene of the school?

   Yes ☐ No ☐

8. In your opinion has the sanitation, hand wash program and hygiene intervention influenced pupil's performance in your school?

strongly agree ☐ Agree ☐ Strongly disagree ☐

Not sure ☐ Disagree ☐

SECTION C: FACILITIES AND RESOURCES

7. What is your view on adequacy of textbooks for learners in the school

   Adequate ☐ Not adequate ☐

8. Has the school received any donation from World Vision in respect to facilities and resources?

   Yes ☐ No ☐

9. If yes, state the type of support give.

   Classroom(s) ☐ Desk(s) ☐

   Textbooks ☐ Exercise books ☐

   Others specify ☐

   ……..……

10. In your opinion how has the above facilities enhanced performance?

    High performance Index ☐

    Average performance Index ☐

    No performance improvement ☐

SECTION D: SPONSORSHIP

11. Has World Vision sponsorship of pupils in the school beneficial?

    Yes ☐ No ☐

12. In what way has sponsorship of pupils, enhanced academic performance of the school?

    Through increased enrolment ☐

    Reduced absenteeism among pupils ☐

    Retention rate of pupils in school is high ☐

    Has not increased enrolment ☐

    Sponsored pupils are performing better ☐

    Sponsored pupils are showing no improvement at all ☐

SECTION E: TRAINING OF TEACHERS

13. Have you attended an SMT training conducted by World Vision?

    Yes ☐ No ☐

14. If your answer in (14) above is yes, use the following keys to respond to the questions below.

Strongly agree ☐ Agree ☐ Strongly disagree ☐

Not sure ☐ Disagree ☐

The training has made planning better ☐

The training has made planning more effective ☐

Training has not improved planning ☐

SECTION F: ICT INTEGRATION

15. Rate the tasks listed below related to your professional work as a teacher how you use ICT to improve performance in your school.(Rating scale: 5-Very low, 4-Low, 3-Moderate, 2-High, 1- Very High)

Keys	**1**	**2**	**3**	**4**	**5**
Preparation of lessons					
Preparation of examination items					
Keeping of inventory					
KCPE registration					
Internet browsing by pupils					
Classroom delivery by use of projector and laptop					
Monitoring pupils' progress					

Thank you.

APPENDIX D: INTERVIEW SCHEDULE FOR THE TUTOR AND DQASO

1. How long have you been a Tac-tutor for this zone/District?

2. In your opinion how can you rate the level of sanitation and hygiene in the schools?

3. How has the level of sanitation and hygiene contributed to the performance of pupils in schools within your zone?

4. Has the activities carried out by the World Vision impacted positively to academic performance in your zone?

5. Comment on the trainings that have been mounted by the Ministry of Education in partnership with World Vision.

6. Your Zone has schools that benefitted from the World Vision programme of equipping schools with computers and ICT equipment. How has the programme influenced the classroom teaching and learning in the schools affected?

7. Comment on the partnership between the World Vision and the Ministry of Education on sponsorship of children and how this is influencing retention, enrolment and performance in primary schools.

APPENDIX E: INTERVIEW SCHEDULE FOR WORLD VISION – MATETE ADP MANAGER

1. Explain briefly how sanitation and hygiene intervention by Matete ADP has impacted on children's health in primary schools on Matete.

2. From the time of inception, how can you rate the level of support given by your organization to the vulnerable children through sponsorship?

3. From your reports, how has provision of basic infrastructure by your organization affected performance of primary schools in terms of
   a) Enrolment and retention in those schools
   b) K.C.P.E performance in those schools.

4. How many schools have been supported by your organization in provision of classrooms, and other basic educational facilities?

5. In your opinion has the mean mark in KCPE for those schools improved in the last four years?