

**ASSESSING THE FACTORS THAT CONTRIBUTE TO THE LOW
PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN KENYA:
A CASE STUDY OF ISINYA DIVISION OF ISINYA DISTRICT**

BY

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**This is a project proposal presented in partial fulfillment of the Post Graduate Diploma in
Human Resource Management in the Faculty of Extra Mural Studies University of Nairobi**

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DECLARATION

This is my original work which has never been presented in any other university for any academic work

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DEDICATION

To my husband Mr. Julius Tapatayia for his love for education, concern, sacrifice and patience over my study period. May he live to appreciate and cherish the power of education and find solace in love for each other.

ACKNOWLEDGEMENT

I am greatly indebted to several individuals and parties for their contribution towards the success of this project. I wish to express my gratitude to the University of Nairobi which gave me a chance to carry out this research work and for the encouragement offered by lecturers and members of the Department of Extra Mural Studies in the course of my study.

Thanks to the DEO and the teachers in Isinya District for their hospitality and cooperation in providing me with valuable information that I used to compile this report. Finally I owe a lot of thanks to my husband Julius Tapatayia, daughter Felistus Kotente and sons Philip Selelo, Adrian Muterian and brother in laws; Richard Sironka, Sammy Tapatayia and Bernard Supeet who encouraged me and provided the emotional and moral support that I needed.

ABSTRACT

This was an investigation into the factors affecting performance in Kenya Certificate of primary Education (KCPE) in public primary schools in Isinya Division, Isinya District. The study aimed at determining the school based factors that influence KCPE performance in the division., establishing pupils background and its bearing on KCPE performance, ascertain whether parent/guardian involvement in school matters influence pupils KCPE performance, find out teachers characteristics which have a bearing on the KCPE performance and finally come up with strategies aimed at improving KCPE performance within Isinya Division.

The study adopted a descriptive survey design. The target population was the public primary school head teachers, teachers, pupils and education officers. A simple random sampling design was used to sample the schools and other respondents.

Questionnaires for the head teachers, teachers and pupils together with an interview schedule for the education officers were used to provide quantitative and qualitative data. The collected data was then coded and analyzed using descriptive statistics such as frequencies, percentages, cumulative frequencies with the help of Statistical Package for Social Sciences (SPSS) and subsequently were presented in form of tables, charts and graphs.

From the study findings, it emerged that poor performance in Isinya division was due to; Teachers and pupils demotivation, poor discipline in schools, lack of libraries, inadequate teaching and learning materials, poor syllabus coverage, drought in the areas, lack of enough food for pupils, long distance to schools among others.

It is expected that the findings of this study will help all the stakeholders to identify those factors affecting performance and may be rectified in advance for the realization of favorable results to benefit the whole country. The results of this finding will also be shared with the authorities in Isinya Education Office and they can also be used in workshops and seminars for head of primary schools to improve the performance of KCPE not only in Isinya division but in the whole country

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and semi arid lands
ATS	Approved teachers status
CDF	Constituency Development Fund
DEB	District Education Fund
DEO	District Education Officer
EFA	Education for all
ERS	Economic Recovery Strategy
FPE	Free Primary Education
FPED	Free Primary Education Programmes
FPE	Free Primary Education
GOK	Government of Kenya
HD	Head Teacher
KCPE	Kenya Certificate of Primary Education
KPNE	Kenya Primary National Examination
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry Education Science and Technology
NGO	Non Government Organization
PDE	Provincial Director of Education
PRISM	Primary School Management
PRS	Poverty Reduction Strategy
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
QUASO	Quality assurance and Standard Officer
SACMEQ	South African Consortium for Monitoring Education Quality
SPSS	Statistical Package for social Sciences

TIQEET	Totally Integrated Quality Education and Training
TSC	Teachers Service Commission
UON	University of Nairobi
UNICEF	United Nations Children's fund
UNESCO	United Nation Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

1.0 BACKGROUND OF THE STUDY

Kenya like any other developing country the major yardstick used to measure education output is performance in national examinations, this output however is achieved after the various inputs into the educational process undergo what is referred to as the educational production process. The input into the education production process include the student, the teacher and the necessary educational resources like books, facilities and the infrastructure. Thus educational output in this case denoted by performance, is a function of how these educational inputs interact. If the interaction is healthy, then the output performance should be good and vice versa. The quality and standards of any education system of a country is gauged through assessment and evaluation; Munavu (2001) observes that developed countries such as the United States of America (USA), New Zealand, Australia and United Kingdom (UK) have geared their educational performance. These countries effectively use assessment to help determine curriculum and hence efficiently impose high standard of performance.

Fundamentally, any education process and extension teaching and learning process are assessment driven. Assessment tend to exert enormous influence on the nature of teaching and learning; dictating what is to be taught and learned. Assessment also provides feedback about how teaching and learning has taken place in light of the stated goals and objectives in education. Since independence, various task forces and commissions on education have emphasized on the introduction of Continuous Assessment (CA) in the Kenya education system

This study then seeks to investigate the kind of interaction Taking place in public schools in Isinya Division ,Isinya District and the bearing it has on performance

1.1 STATEMENT OF THE PROBLEM

The overall research problem addressed in this study is that despite an increase in public schools enrolment due to the Free Primary Education (FPE) public schools continue to post poor results in KCPE exams compared to private schools; the situation that was first noticed in Nairobi and other urban areas about two decades ago has spread across the country.

Quality and effectiveness of public primary schools took a nose dive in 2003 with the introduction of the free primary education program and has never recovered. Intended to boost enrolment and increase completion rates at primary level, free learning has reduced cost of education borne by parents but has failed to deliver on quality. The fairly tale of public schools such as Olympic Primary in Kibera, GK Athi-River in Isinya is no more. Overcrowding, lack of classrooms and inadequate teachers, overstretched facilities as education officials watched and almost doing nothing, the government has not backed the ambitious policy with adequate resources.

For now the primary education system is at crossroad and many parents cannot understand why the government has problem in achieving quality in public schools. Dr George Odhiambo, a lecture at University of Sydney Australia says quality education cannot be delinked from quality assurance and teacher accountability. The emerging concerns about poor performance of public primary schools in KCPE is rooted in equity considerations that continue to deny children from poor household's quality education. The issue is that the secondary school that one attends determines ones chance of proceeding to higher education as well as career prospects. According to Dr. Felistus Kinyanjui of Egerton University if one has missed a chance in a chance of success in life are reduced by more than 50%

The 2010 Kenya Certificate of Primary Education shows that performance in the examination has been improving at a slower rate since 2003 a sign that increasingly high investments in the sector is not yielding improved performance. In Private schools, which have continued to wrestle public ones in performance during national examinations, institutions have enough books which are replaced regularly with most having achieved the 1: 2 textbook pupil ratios however this has not translated to better performance in public schools in Isinya division. Parents, students the community and the public in general associate the success of a school with good examination results. Such results enhance the chances of students advancing for further studies and consequently in searching and securing employment. Poor performance is therefore a great concern to interest groups. Maranga (1993) points out that review of teaching and learning state in Kenya reveals that there are replete complaints from the public that general performance in education is still wanting. The problem is intensifies by the competitive examination taken at the end of secondary education, this examination is used as a selection method to secure a chance in the public universities given that the spaces are limited

1.2 PURPOSE OF THE STUDY

The study sets out clearly among other things to: finding out factors contributing to low performance in the national examination among public schools in Isinya Division of Isinya District it will examine staffing in the schools in relation to performance, examine the number of classrooms (physical facilities) in relation to performance and find out syllabus coverage and curriculum delivery in relation to low performance.

1.3 OBJECTIVE OF THE STUDY

The study intends to investigate schools in Isinya Division, Isinya District. It sought to identify factors that contribute to the low performance in the Kenya Primary National Examination (KCPE). It sought to establish if there was significant relationship between inadequate staffing and school performance. The study investigated whether the numbers of physical facilities like classrooms, toilets, teacher's houses, kitchen and libraries influence school performance in the national examination. Lastly it sought to see if there were any links between curriculum delivery and low performance in the examination

A major justification for the study was the marked low performance of the schools in the division within the last five years against the private schools in the same division

Specific Objective

The study assesses the factors that contribute to the poor performance of public primary schools in Kenya looking specifically at the case study of Isinya division in Isinya district. The main objective of the study is to investigate factors contributing to low performance within Isinya Division public schools

In this study the specific objectives will be

- a) Examine staffing in the schools in relation to performance
- b) Examine the number of classrooms (physical facilities) in relation to performance
- c) Find out syllabus coverage and curriculum delivery in relation to low performance

1.4 RESEARCH QUESTIONS

This research will attempt to answer the following questions:

1. Examine staffing in the schools in relation to performance
2. Examine the number of classrooms (physical facilities) in relation to performance
3. Find out syllabus coverage and curriculum delivery in relation to low performance
4. What is the perception of teachers on students' poor academic performance
5. What is students' perception on their poor academic perform
6. In your own opinion how can we empower teachers in improving the academic performance in the Division.

1.5 SIGNIFICANCE OF THE STUDY

The findings of this study will be of significance to the ministry of education and policy makers who will be able to improve the situation. It is expected that it will be of great assistance to the DEO, QUASO, head teachers and other stakeholders in education within Isinya Division to come up with solutions to the problem of low performance in the Kenya National examination

1.6 LIMITATIONS OF THE STUDY

The researcher within the investigation period will be faced with numerous challenges like long distances from one school to another will take a lot of time, financial constraints , inaccessibility of data due to attitude and fear of the interviewers and the vast scope of the area which is mainly one division. The other limiting factors were: time given to carry out the research was too short and hence the researcher could not include all schools in the study, and also the distance which ought to have been covered if all schools in the division were to be included in the study would have been too vast and hence due to limited time, it was not possible

1.7 DELIMITATION OF THE STUDY

1. The study will confine itself to head teachers in public primary school .

2. Head teacher to be included in the sample will be those in session in the respective schools by the time of the study. Those absent will not be included in the sample even though they would have had interesting inputs.
3. There are several other factors affecting education but this study will only focus on factors that influence K.C.P.E examination.

1.8 ASSUMPTION OF THE STUDY

Performance of KCPE in the country should be uniform bearing in mind that there is free primary education in the whole country and all schools are wholly supported by the government

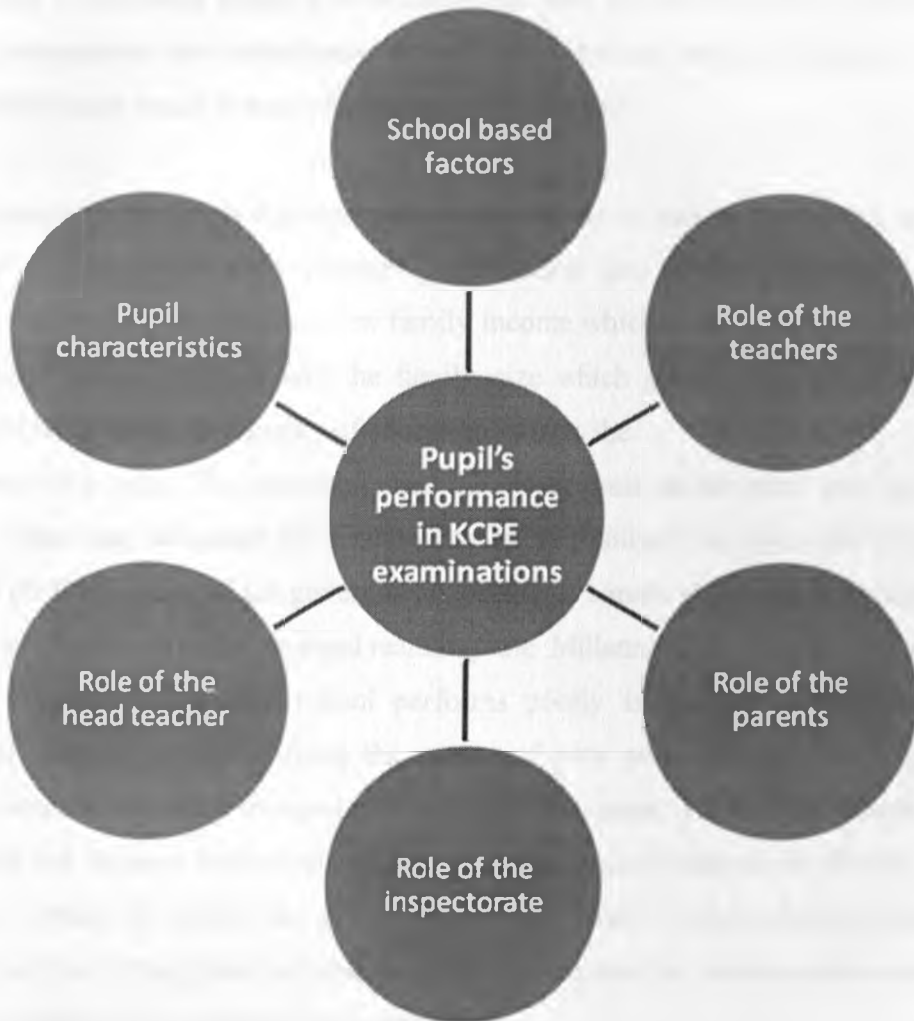
1.9 DEFINITION OF TERMS OF THE STUDY

Curriculum	Series of things which children and youth must do and experience by way developing ability to do things well that makeup the affairs of life. He sees a curriculum as a set of experiences(Bobbits)
Dropout	Refers to any pupil who leaves school without completing the requirement of primary education
Education	The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.
Enrolment	Act or state of making someone an official member of a group
Factors	This is the circumstances or the variables which influence the anticipated results either positively or negatively.

Free Primary Education	Refers to situation where access to primary education is without any fees levies. Children have access to education without discrimination
Kenya Certificate of Primary Education	this is examination, which is currently used to evaluate standard eight pupils' on completion of the primary education.
Quality assurance and standard officer	This is to official appointed by the ministry of education to ensure quality of education in school.
Repetition	Refers to a situation when a pupil attends the same grade or class for more than one year either voluntarily or involuntarily, mainly to poor performance
Performance	The position of a pupils' attainment of knowledge or skills as compared to other pupils'. It shows the position of the school with respect to others, it refers to the pupil's level of achievement in academics in terms of the total marks obtained at KCPE
Public schools	Schools owned and managed by the government
Pupil	A person enrolled as a learner at a primary school
Primary Education	Refers to the level of formal education that proceeds secondary school in Kenya
Private schools	Schools wholly or partially owned not owned by government
Supervision	Is the constant and continuous process of more personal guidance based on frequent visits
Zone	The smallest unit in the central government under a district consisting of a cluster of schools manned by a zonal quality assurance and standards officer

1.10 CONCEPTUAL FRAME WORK

Figure 1.1 Conceptual framework



Source: Developed by the researcher

The above model illustrates some of the factors that influence the performance of primary schools in KCPE examinations. Teacher's characteristics for example may affect the performance either negatively or positively. If a teacher is not well trained or has low professional qualification they

may have a problem in the mastery of the content and even the teaching methodology, also if not well motivated for example through remuneration, promotions, the morale of teaching will be very low. This also applies to the attitude and vice versa.

School based factors like inadequacy of teaching and learning materials, large class sizes and which results to increased teaching workload hence poor teacher preparation and shallow syllabus coverage, incompetent and authoritative school administration, unfriendly school climate and poor time utilization may result to poor performance of the pupils

Students social-economic background such as low levels of parental education which makes the parent not to care about their children performance, low levels of parental involvement in education matters of their children, low family income which determines the quality of education and the basic needs provided and the family size which presses the opportunity cost on the provision of basic needs and quality of education, affects the

Performance of a child. The community and the inspectorate on the other hand their participation in school affairs may influence the performance either positively or negatively. Universal Primary Education (U P E) is one of the governments of Kenya's main policy tools for achieving poverty reduction and human development and realizing the Millennium Development Goals (MDGs) for education. Understanding why school performs poorly is the key to addressing this major educational problem, yet identifying the causes of poor performance is extremely difficult to undertake because like other forms of educational achievement, it is usually influenced by an array of proximal and distance factors related to both the individual student, the family, school and the community setting in which the student lives. Moreover, if many factors contribute to this phenomenon over a long period of time, it is virtually impossible to demonstrate causal connection between any single factor and the poor performance

1.11 THE ORGANIZATION OF THE STUDY

Chapter 1 of this study introduced the problem statement and described the specific problem addressed in the study as well as design components. Chapter 2 presents a review of literature and relevant research associated with the problem addressed in this study. Chapter 3 presents the methodology and procedures used for data collection and analysis. Chapter 4 contains an analysis of the data and presentation of the results and finally. Chapter 5 offers a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research

CHAPTER 2:

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter deals with review of related literature of the factors contributing to low performance low performance in public primary schools. In review these literatures the researcher explore the leading documentation and reports from a variety of sources. The literature will be reviewed in such areas as transition rate and performance strength, school administration and management, pupil teacher ratio, teaching and learning resources, physical facilities, social economic background, cultural factors and literature summary

2.1 TRANSITION RATES AND PERFORMANCE TREND

UNESCO (2002) in its education report indicted that low performance in KCPE examination in Kenya leads to undesirable wastage through dropouts and repeaters and report further states this denies pupils the continuation of schooling, which is a basic human right. This in turn affects the transition rate from primary to secondary school level. UNICEF (2003) observed that despite the heavy investment in education by the Kenyan government, households and various players, the corresponding achievement indicators, both quantitative and qualitative, show a gloomy picture. Elimu Yetu Coalition (2004) indicated that there has been a declining quality of education in Kenya. The performance in National KCPE examination, particularly in mathematics, science and English subject has declined. Elimu Yetu coalition concluded that unless the trend is checked, the examination performance will continue to deteriorate.

2.3 SCHOOL ADMINISTRATION AND MANAGEMENT BASED FACTORS:

The school based factors that influence the performance of pupils include the availability of teaching and learning materials, school and class sizes, time utilization, syllabus coverage the efficiency of the school administration. Eshiwani (1983) noted that school administration have an impact on pupils' performance. Eshiwani further argued that schools that consistently perform well tend to have some and efficiently administrators. Dulhun (1986) concurs with Eshiwani and add

that school administration is a crucial factor in the success of a school. UNESCO (2005) agrees with Dulhun that school good administration and management practices in a school has a direct impact on teaching and learning which in turn leads to achieving good results. Griffins (1996) argue that school administration have direct bearing on the achievement of the learners because they have a major role of coordinating directing and facilitating the process. Griffins (1996) indicated further parent participation is a greater factor determining the pupils' performance in examination.

2.4 ENROLLMENT AND TEACHERS -PUPILS RATIO.

A UN report on education in Africa warns that the race to increase elementary pupils' enrollment means bulging class sizes and not enough teachers resulting in frustrated parents pulling out their children from school (MC Gregor, 2006).Haddad (1978) study indicated that on the basic of available data no optimum class size could be scientifically established as a function of educational benefit. However Abagi (1997) asserts that high pupils-teacher ratio is one of the main reasons for the poor quality, low efficiency and poor examination performance in Africa. He argues further that efficiency of primary education in Kenya justified that very high pupils-teacher ratio could lead to low performance and efficiency.

UNESCO (2005) observes that teachers have been saddled with enormous class sizes up to 120 pupils ranging in age from 7 years to 17 years in places like Nigeria, it says that no learning can take place in a class with such many children. This number is far above the UNESCO recommended ratio of one teacher to thirty six pupils (1:36).the report further observed that Uganda, the number of primary level pupils are expected to double in the next decade by a million. It will require the Ugandan government to recruit 239,000 teachers from 147,000 in 2004, for instance, 20 schools in Muteke sub-county or Bugiri district had a population of 13,229 pupils with only 170 teachers, meaning the teacher to pupil ratio is as high as 1:78.It further indicated that in some schools in the region had only 3 teachers including the head teacher with pupil's enrollment of over 686,000 meaning teacher-pupil ratio is 1:212.The technical working group (MOEST, 2) established that large classes have a negative effect on the teaching and learning process, because teachers cannot Adequately pay attention to slow learners or effectively carry out

proper assessment of their pupils'. This in turn affect pupils' performance in examination. It therefore recommends that classes need to be kept within the optimum size of 50 pupils. While the small classes are believed to be ideal for teaching, Ndiritu (1999) argued that schools with a larger enrollment perform better than the smaller ones. He further explained that this could have been due to the fact that larger schools attracted better head teachers with good administration skills, which created a conducive learning atmosphere and teaching environment resulting to high academic achievements. He also explained that larger schools received promptly and adequate equipment and text books for use.

2.5 TEACHING-LEARNING RESOURCES

Many scholars (Ayoo, 2002); Eshiwani, 1993; Muatua, 2002; Ndiritu, 1999) agree that schools physical facilities such as classroom, libraries, desks, books have a direct bearing on good performance among students in developing countries. The primary school infrastructure programmes has documented that poor primary school infrastructure is one of the major barriers to improving access and quality in primary education in Kenya

Educational materials have a major bearing on educational outcomes. The availability of educational materials is one of the most powerful and consistent determinants of learning achievements. These materials include textbooks, library facilities and pupil's writing materials, as they increase the value of learning (Furdham 2002). UNESCO (2005) supported the need for adequate teaching-learning facilities by saying that for a school to achieve quality education, it needs learning resources such as text books, library, and furniture playground among others

2.6 THE PHYSICAL FACILITIES.

Webster (2000) indicates that although the enrollment rate of primary education had tripled in Africa in the last decade, classrooms did not match the enrollment rate. He further noted that shortage of building and equipments could lead to frustration of both teachers and pupils due to over crowding in classroom and sharing of facilities. This leads to poor quality of education and low examination performance at the end of primary education cycle. Daily nation newspaper

(Monday, December 29th 2008), supported the Webster (2003) study by reporting that although the Kenyan government had spent about kshs.8 billion in learning materials, school still lack funds for more classrooms. The classrooms are now congested, making teaching and learning difficult. The MOEST (2003) working group recognizes that the availability of educational materials have a major bearing on educational outcomes. These materials include furniture, library facilities and classrooms. SACMEQ (1999 South African consortium for monitoring education quality) in its survey revealed that there was critical shortage of physical facilities in primary school.

2.7 SOCIAL ECONOMIC BACKGROUND AND SCHOOL COMMUNITY

INVOLVEMENT

The argument that the socio-economic background of student tend to influence the performance is advanced by supporters of the “good home” theory Tyler (1977) in Ayoo (2002).They maintain that students whose parents are educated tend to be provided with an enabling environment that stipulate education. They are also encouraged by their parent to read proper relevant books and literature. It assumed that the provision of good reading material and intellectual environments motive students to learn better and eventual perform well in public examinations. Studies that have been carried out in developed countries have shown that performance of boys and girls was significantly related to the socio- economic background of their parents, Duncan (1989); she established that one way in which a family’s socio economic background affected school achievement was through the type of school attended. Children from deprived homes despite their mental potential tended to go to cheaper, low performing schools, whereas there counterparts whose ability could be average could go to well performing schools because their parents could afford. The choice of school therefore was found to be a main determinant of educational attainment and later occupational placement.

The findings of the MOEST (2003) technical working group on the sector review and development reveals that socio- economic and educational background of parents has a direct bearing on educational quality. The group further pointed out that, due to cost sharing policy, parents were expected to pay towards the provision of text books, building class rooms and other expenses. With the increasing in the poverty majority of households, most parents cannot afford to pay for

these requirements. They concluded that schools patronized by rich parents tend to be better equipped and subsequently performs better in national examinations. The rise in the level of poverty in Kenya (1997 Economic Survey) indicated that 46.8 % of Kenyans live below the poverty line, which is one of the major factors, that discourage parents from investing in their children education.

Abagi (1997) reveals that most parents and by extension many communities are not in a position to meet the ever increasing cost of schooling adequately. He points out that, as the level of poverty rises, child labour has become crucial for family survival. Child labour is evident in domestic activities, agriculture and petty trade in rural and urban areas in Kenya. Abagi further point out that pupil's absenteeism is high where child labour is valued and inevitable. This affects pupils performance in schools according to Ojoro (1990) quoted in MOEST 2003 children of diplomat's senior civil servants, professionals and the general elite who live in upper market parts of the fact that this children use English as their first language of communication and are generally more exposed to educational activities. They perform better especially in English language than their counter parts who start learning in their mother tongue and subsequently learn English much later.

Some studies that have been conducted in Kenya reveal that the distance from home to school had a direct influence on performance in examination. For example Bunyi and Okelmo (2000) cited in Ayoo (2002), carried out a research on the influence of a distance on education of a girls. The study established a distance has a strong effect on retention rates and regular attendance of schools, alternately affecting student's academic achievement. It also revealed that distance from school had a more negative implication on girl's safety and security, which was viewed as a key in school attendance and academic achievement.

2.8 PARENTAL - COMMUNITY INVOLVEMENT IN SCHOOL MATTERS

According to UNESCO (2003), for many years there has been general acceptance that giving parents and community members a strong voice in school management can strengthen schools, accountability to communities, increase teachers and students attendance improve the efficiency of the resources use, mobilize in community support for schools and improve students learning.

Global experience shows that community involvement in school governance can be a positive force for school improvement, even where parents are illiterate UNESCO (2007).

Parents involvement in the pupils work has also been identified as a factor that affects pupils performance in a study done on 106 standards 7 school children in Nairobi by Kapila in Ndiretu (1999), it was established that there was a positive association between parents participation in the children school work and academic performance.

2.9 SUMMARY OF THE LITERATURE REVIEW

The reviewed literature above has shown that education is an important aspect in human life and should be given priority by all the governments. In the literature it is indicated that desired performance levels depends on various factors such as adequate and quality teaching staff, proper administration, adequate and quality physical facilities, adequate and quality teaching - learning resources and parental communities participation in the school activities.

In the reviewed literature the following gaps were evident:

1. Research studies carried out on performance in basic education in developing countries gives limited reference to the Kenyan situation.
2. The few studies carried out in the public primary schools in Kenya did not show clearly the extent of the influence of each of these factors to performance.
3. No research study has been carried out on factors influencing performance in primary school in Isinya District in an attempt to fill these gaps, the proposed study intense to access and establish the factors influencing performance in public primary schools in Isinya Division

2.10 THEORITICAL FRAMEWORK

Theory is an essential feature of sociological inquiry and any empirical study should be grounded on theory (Singleton et al, 1988). Theory helps us you understand and explain our social

experience and it also helps us to determine ways in which to resolve the problems we encounter. The purpose of this section is to attempt to link theories with a proposed study

Connection / Behaviorism theory (E. Thorndike)

Learning is based on stimulus – response theory. The learning theory of Thorndike represents the original stimulus - response (S-R) framework of behavior psychology: learning is the result of associations forming between stimuli and responses, such associations and habits become strengthened or weakened by the nature and frequency of the S-R pairings. Thorndike acknowledged the association between the response and the stimulus which became the bond or the connection. When a connection between stimulus and a response is made followed by a satisfier the connection is strengthened. If it is followed by an annoying state, the connection is weakened. Rewards or satisfiers are used to strengthen or reinforce a desired behavior

Thorndike was especially interested in the application of his theory to education including mathematics (Thorndike, 1922), spelling and reading (Thorndike, 1921), measurement of intelligence (Thorndike et al., 1927), and adult learning (Thorndike et al., 1928), According to the law of exercise the connection between stimulus and a response is strengthened by use and weakened by disuse. Learning is a connecting experience process and the learner responds mechanically to stimulus. Elements of the learning experiences must be ordered and evaluated by someone who is more knowledgeable other than the learner.

The teacher has the responsibility for determining which learning experiences are sequentially correct for the learner. The teacher must analyze the lesson into a series of logical steps of the size appropriate for the student. The teacher next is required to present the lesson step by step. The right stimulus must be presented sequentially at the right time. The stimulus response reward sequence is presented through a series of elaborations until the learner meets the performance criteria of the instructor. The total obligation for the organization of the experience falls on the shoulders of the teacher who cannot delegate this responsibility

The learner who is assumed to be immature should not be left with the responsibility of planning his/her own educational experience. Learning takes place usually after long and complicated process involving vigorous academic and personal discipline and these processes are not natural. The means of learning are imparted by the teacher thus effective teaching must be done by those who know how to teach

Thorndike theory provides the basis for a methodology, where instructions should be reserved for the teacher for the benefit of the learner and the society. The method of scientific is brought about by the use of methods of science in the study of current problem. Students must be taught how to learn step by step. They must be free to say in which area they may want to learn after she/he is proficient in the content

The logical step by step development of learning towards a determined end invalidates Thorndike description of learning. Based on Thorndike's theory, it is the role of teacher to foster the intent to learn the subject he/she is teaching by providing pleasant consequences for correct responses and helping the learner to identify meaningful relationship, learning of concepts and arranging for sequential cumulative learning

However for effective teaching and learning to take place, stimulus like the teaching / learning resources must be adequate, motivation for both teachers and the pupils must prevail, the school climate must be favorable, the community must be supportive, among others and the response for this is good performance. Therefore the researcher will use this framework to determine the prevalence of these factors in stimulating good or poor performance of the pupils in public schools in Isinya Division, Isinya District

CHAPTER THREE

3.0 INTRODUCTION

This chapter contains details on the research design, target population, the study sample and sampling procedures, research instruments and their validity and reliability. This chapter also includes the methods for data collection and the procedures for data analysis

3.1 RESEARCH DESIGN

Research design has been defined as a framework of planning and conducting a study (Ogutu, 1995). The descriptive survey method was used in this study as the research design to investigate the factors contributing to low performance in KCPE in Isinya Division Isinya District. This method was chosen as it can help in achieving the stated objectives in that enables data collection from a large sample. This determines and reports the way things were, such as public opinions or attitudes (Gay, 1976). Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whatever possible draw general conclusion from facts discovered (Lokest, 1984). (Coopers and Emory 1995) highly recommend this type of research design where several respondents give answers to specific questions at a one point in time survey

3.2 LOCATION OF THE STUDY

The study was conducted in Isinya Division, Isinya District targeting the public primary schools. Isinya District in Rift Valley Province. It is located 73kms from Nairobi capital of Kenya. Isinya District was carved out of the greater Ngong District in the year 2010. The district boarder Ngong District in the North, Kathiani in the East, Makueni South East, Kajiado Central in the West and Mashuuru in the South.

Isinya Division is one of the three divisions in Isinya District which is also one zone with 24 public schools; the total number of school visited is twelve which constitutes 50%. The population of

teachers is in public schools is 222; with 71 male and 156 female. Total population of pupils in public schools is 7103 with 3, 458 male and 3,645 are female.

According to Isinya District residents, this area has minimal rainfall. The major economic activity in the area line includes rearing of cattle and sheep mainly, some few individual practicing poultry and horticulture. Administratively the district has its headquarters at Isinya town and is divided into three divisions named, Isinya, Olturoto and Oloosirikon divisions. Isinya division is made up of two zones namely Isinya and Kitengela. The reason why the researcher has selected Isinya is because of the low performance of division, despite a well endowed rearing of animal and well qualified teachers.

3.3 TARGET POPULATION

The target population was the larger group from which a sample population is to be selected (Brinker 1998). For this study Isinya has 26 primary schools with a total student's population of 7103. This is according to Isinya district education office. There are two zones with 15 school in Isinya zone and 11 schools in Kitengela zone. The division has a student population 7103. 3458 boys & 3645 girls as per 2010 table shows enrolment of pupils by sex the division.

Table 3.3.1 Isinya Division Enrolment of Pupils by sex as per 2010

ZONES	BOYS	GIRLS
Isinya	1026	1862
Kitengela	2432	1783
Total	3458	3645

Source Isinya District Education office

Isinya division has a population of 752 students enlisted for 2010 KCPE,

The above table shows the population by sex of Std 8 pupils in Isinya Division.

Table 3.3.2 Division KCPE Results 2008- 2010 Year.

Year	Isinya zone	Kitengela zone	Isinya Division
2008	230.04	274.53	252.29
2009	266.45	290.46	278.455
2010	256.7	290.77	273.74

Source Isinya district education office

The administration of and the professional support to primary schools is provided through the district education officer who is assisted by 3 education officers base in each of the education division at Isinya, Olosikon, Olturoto, division. The schools have also the parent's teachers Association who assist the Head teachers in the day to day activities of the school. There are also the district quality assurance and standards officers in the division. There are teachers advisory centres (TAC's) tutors at the division level organize in-service courses and workshops for teachers.

3.4 SAMPLE SIZE AND SAMPLING PROCEDURE

According to Gay 1981 20% of the population forms a representative sample for descriptive study. The study was conducted in 12 primary schools out of the 26 school in the division. The research was conducted in 7 schools from Isinya zone and 5 schools from Kitengela zone schools

Simple sampling method was used to select the 7 schools out of 15 in Isinya and 5 out of the 11 schools from Kitengela.

The researcher then purposively selected 24 students taking into account the sexes from each school finally the researcher had sampled the other response. That is one quality assurance and standards officer one, District education officer, head teachers and standard eight teachers.

Table 3.3.3 Study Sample Summary

Particular	Sample	Percentage
Std 8 student	24	47
Class 8 teachers	12	23.5
Head teacher	12	23.5
Division QASO	1	1.9
T AC Tutors	1	1.9
D.E.O	1	1.9
TOTAL	51	100

Source Isinya District Education Officer (2010)

A sample is any group from which information is obtained (Frankeland Wallen 1993). Sampling is the process of selecting a sufficient number of elements from the population so that a study of the sample and understanding its properties or characteristics was made it possible to generalize such properties or characteristics to the population elements (Sekaran, 2003). According to Gay 1981 20% of the population forms a representative sample for descriptive study. The study was conducted in 12 primary schools out of the 26 school in the division. The research was conducted in 7 schools from Isinya zone and 5 schools from Kitengela zone schools. Simple sampling method was used to select the 7 schools out of 15 in Isinya and 5 out of the 11 schools from Kitengela.

The researcher then purposively selected 24 students taking into account the sexes from each school and finally the researcher had the purposive sampling of the other respondents i.e. that is one quality assurance and standards officer one, District Education Officer, Head teachers and standard eight teachers.

The sample for this study was selected using a simple random sampling design. The minimum sample for a survey of a small population is 20% and that of a large population is 10% (Gay 1992). Twelve public primary schools in Isinya Division were selected which represent 50% of the schools in the division. Only class eight pupils were selected for this study since they are in a position to understand what can hinder them from performing well. One Quality Assurance and Standard Officers (QASO) were selected

The sample taken was assumed to be enough to make generalizations on the actual population size. The ideal sample was large enough to serve as an adequate representative of the population about which the researcher wished to generalize and small enough to be selected economically in terms of subject availability, expenses in both time and money and completing of data analysis (Best and Kahn 1993)

3.5 RESEARCH INSTRUMENTS

For the purpose of this study, data was collected using questionnaire, interview schedules, classroom observation guide and checklist.

3.6 QUESTIONNAIRE

According to Orodho (2004) validity would be concerned with establishing whether the questionnaire, content is measuring what they were supposed to measure. For the purpose of this study a supervisors and the researcher were to assess the relevance of the content used in the questionnaire developed. The above persons were therefore examining the questionnaire individually and provide the feedback. Their recommendations were incorporated in the final questionnaire. The researcher developed a written questionnaire which consisted of both open and closed ended questions, for teachers and students. (Mugenda 1999) observes that the use of questionnaires is a popular method of data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. This method was used to solicit data from the head teachers. Standard 8 class teachers and standard eight pupils. The head teacher questions are divided into 4 parts. The second questionnaire is that of class eight teachers. The questionnaire comprises of two parts, part one is intended to solicit information on academic professional qualification of the teacher.

The instruments mainly included two sections: one and two. Section one contained items aimed at obtaining the demographic details of the respondents, which include age, gender and other background information of the respondents. Section two contained items aimed at obtaining the

factors that could affect KCPE performance as perceived by the respondents. The last part solicits the information learning and learning resources.

3.7 INTERVIEW SCHEDULES

This was used for the TAC tutors, (QASO) and the DEO. The investigator used this tool in order to get verbal response from the respondents and general opinion on the factors that lead to the poor performance of Isinya division

The interview helped the researcher to do more probing and obtain in information. The interview schedules for this officer looked for the following information.

1. Effectiveness of head teacher, quality's' distribution of teaching staff.
2. Information about the nature and frequency of school supervision and quality control
3. Give their own views on what cause the low performance and to offer suggestion for improvement.

3.8 CLASS GUIDE OBSERVATION SCHEDULE

This instrument was to search information on the activities teachers provide and their preparedness in teaching. The researcher also observed the children in the classroom environment. The researcher looked at the teachers to work and student text and exercise books to see what has been covered.

3.9 CHECKLIST

This was used by the researcher to give data on the actual state of teaching and learning resources, the facilities and equipment the schools have to enhance learning. The list showed what is in school as learning and teaching resource.

3.10 PILOTING

For the purpose of this study the questions were pre-tested to selected sample that is similar to the actual sample that was used in the study. The researcher purposively select two schools which are low performers in the district but outside the sampled schools. This is to enable the researcher to discover the deficiencies such as unclear directions, insufficient space, to write responses and wrong phrasing of the question. The questionnaire were administered in the same way as it is to be done in the sampled schools. They were taken to standard eight student class eight teachers and the head teacher. The pilot study was to reveal whether the techniques are appropriate.

3.11 APPROVED PROPOSAL

The researcher was first do the necessary findings on the interested study with the assistance of his supervisor, the researcher was to write a proposal that was approved before the researcher can proceed with the research. After clearance from the university, a permit from DEO the researcher visited the sampled schools and administer the questionnaire.

3.12 RECRUITMENT OF ASSISTANT STAFF

The researcher recruited assistance and orient him or her with the instrument in the study. The assistance was inducted on how to conduct research activities.

3.13 EVIDENCE OF ADMINISTRATION

Events of administration of instrument questionnaires assisted by his or her assistant. This was done after notifying the head teacher of the sampled school of the intended visit. The researcher explain to the respondent what he intends to get from the questionnaire and confidentiality involved. The questionnaire for head teacher, class eight pupils were given directly and personally by the researcher, with regard to observation schedule the researchers seek permission to observe a lesson in class eight in progress. Both students and teachers should be unaware so as to get true information.

The researcher then checked the schemes of work, lesson plan, pupil's exercise books and pupil's text books. The researcher assistant was also using a checklist to indicate the learning – teaching resources available. This was undertaken during the day of administration of the instruments in the sampled school, with regard to interview schedule from arrangement was made to interview the TAC, QASO & DEO on the material the researcher was personally visit the officer and interview them.

3.11 DATA COLLECTION PROCEDURE

Permission to carry out research was obtained from the Ministry of Education as required by law. A reconnaissance was made to each primary school to inform the head teachers of the intended study. Dates were then arranged to administer the research instrument

The questionnaire were given to teachers and to pupils to complete and returned to researcher. To ensure a higher return they were collected within fourteen days, however for those who were not able to fill the questionnaire within the given period for any given reason, the questionnaires were collected at a later date convenient to both the researcher and the respondents

3.12 DATA ANALYSIS AND REPORTING

According to Orodho (2005) good research analysis is the back bone and conduit wire which should guide the researcher and enlighten his approach. After the researcher collects the data, it will be analyzed for the purpose of this study using descriptive analysis and some inferential statistics.

For the questionnaires the researcher had prepare tables, which he was using to represent the frequencies of responses. The results was then converted into percentages in the systematic observation tables. Frequencies was prepared later converted into percentages. The checklist of

the teaching learning resources was treated the same. Information from the interview schedule was put together and then conclusion was made. After tabulation the data was analyzed.

Data analysis involved preparation of the collected data i.e. cleaning, coding and editing of data so that it could be processed using Statistical Package for Social Sciences (SPSS)

Software. The coded data was entered into the SPSS programs where it was analyzed. The descriptive data analysis was then done using both quantitative and qualitative techniques.

Quantitative data was analyzed using mean scores, frequencies, percentages and cumulative percentages and was presented using tables, charts and graphs. Inferential statistics such as the regression model was used to establish whether there is a relationship between the teacher's personal characteristics and the school performance

CHAPTER FOUR: DATA ANALYSIS AND STUDY FINDINGS

4.0 Introduction

This chapter presents the study findings and discussions. Data on factors that affect the performance in Kenya Certificate of Primary Education (KCPE), this data was obtained from primary school head teachers, class eight teachers, pupils, District Education Officers and Teachers Advisory Centre (TAC) in Isinya Division, Isinya District. Out of the 51 questionnaires distributed, 49 were collected accounting to 96% response rate

The data collected was captured, packaged, coded and analyzed. The analysis and the study findings are summarized into frequencies, percentages and cumulative frequencies upon which interpretations and conclusion were made. These are subsequently presented in frequencies, graphs and charts. The thematic arrangements of the findings is based on the respondents

4.1.1 DISTRIBUTION OF TEACHERS ACCORDING TO RESPONDENTS

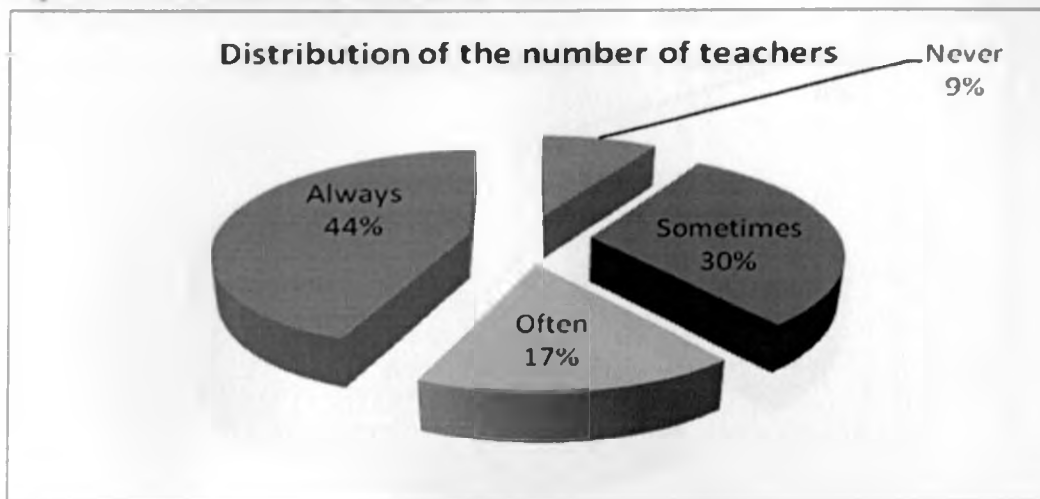
Table 4.1.1.1 Distribution of teachers according to respondents

Extent	Frequency	Percentage	
Never	2	8.7	
Sometimes	7	30.4	
Always	4	17.4	
Never	10	43.5	
Total	23	100	

Source: Research data



Figure 2 Distribution of the number of teachers



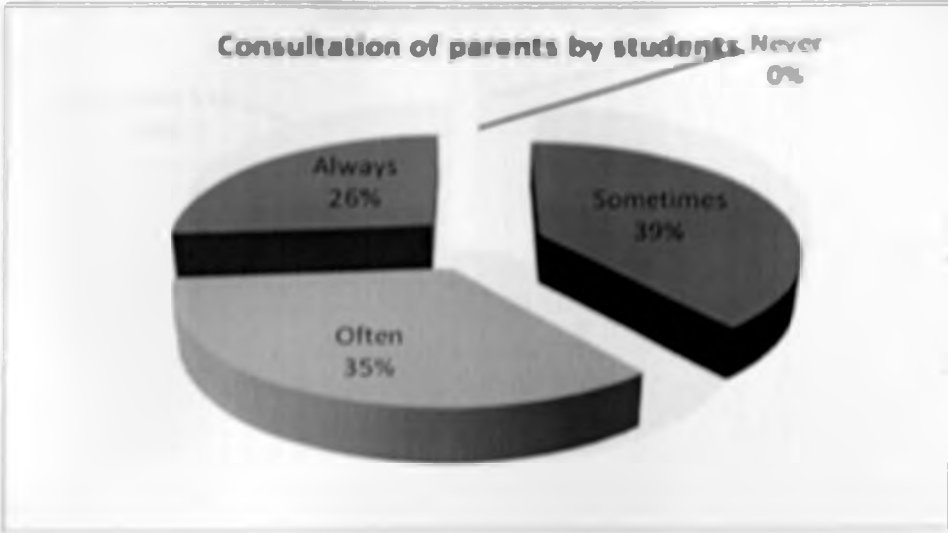
According to the study schools in Isinya Division (43.5%) always have enough teachers, which sometimes (30.4) they don't have enough teachers. In the above table the assumption is that student's teacher's ration is not favorable

4.1.2 CONSULTATION OF PARENTS BY STUDENTS

Table 4.1.2.1 Consultation of parents by students

Extent	Frequency	Percentage	Cumulative Frequency
Never	0	0	0
Sometimes	9	39.1	39.1
Often	8	34.8	73.9
Always	6	26.1	100
Total	23	100	100

Figure 3 Consultations of Parents by Students



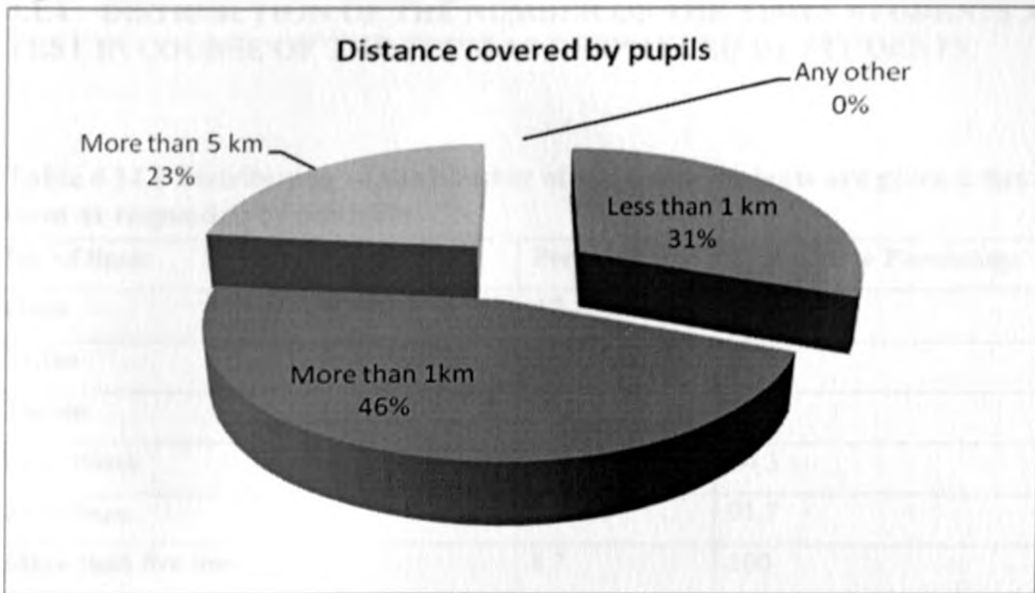
According to the study parents sometimes (39%) consult pupils on their academic progress while often (35%) parents discuss with their children while 26% always discuss with their parents

4.1.3DISTANCE COVERED BY PUPILS FROM HOME TO SCHOOL.

Table 4.1.3.1 Distance covered by pupils from home to school

Distance in Km	Frequency	Percentage
Less than 1 km	4	30.7
More than 1km	6	46.2
More than 5 km	3	23.1
Any other	0	0.0
Total	13	100

Figure 4 Distance Covered by Pupils



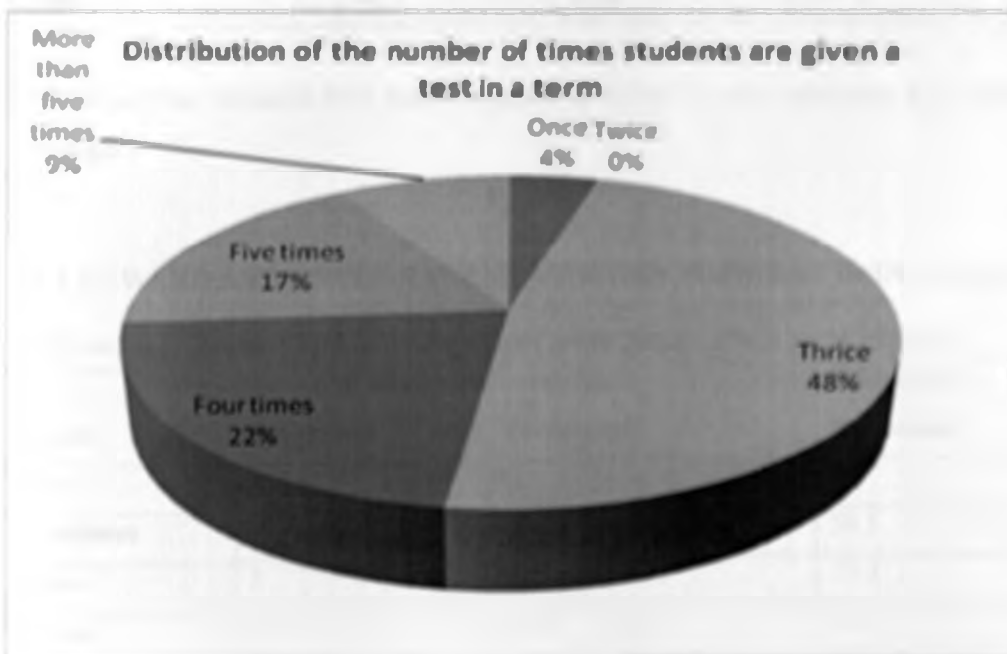
According to the above it means that the extent to which distance from home to school affect performance of pupil depends on the location of the school and its catchment area, indeed pupil who cover long distances will be affected more while the schools located in a stony rough place had difficulties in accessing their schools because of the quarries. The pupils arrive in school very fatigued making it difficult for the learning process to take place immediately and effectively especially in the morning session. Investigation on Isinya pupils show that they all went to school early every morning on foot, majority of them covered a distance of more than one kilometer. All of them struggle and make sure that they arrive at school before 7.30am as those who arrive are punished and on rare occasions were sent home until the following day, this imply further time wastage

4.1.4 DISTRIBUTION OF THE NUMBER OF THE TIMES STUDENTS ARE GIVEN A TEST IN COURSE OF THE TERM AS RESPONDED BY STUDENTS

Table 4.14.1 Distribution of the number of the times students are given a test in course of the term as responded by students

No. of times	Frequency	Percentage	Cumulative Percentage
Once	1	4.3	4.3
Twice	0	0	0
Thrice	11	48	52.3
Four times	5	22	74.3
Five times	4	17.4	91.7
More than five times	2	8.7	100
Total	23	100	100

Figure 5 Distribution of the number of times students are given a test in a term



The chart above indicates that 48% of the interviewees said that they only do three exams per term, 22% do the exams more than four times in a term, 17.4% do five exams per term and 8.7% do more than five times in a term, while 4.3% do only one exam per term. For the students to be well conversant with the final exams they have to be given exams more frequently and the assignment tests; this should reduce the final exams fever

4.1.5 PARENT ATTITUDE TOWARDS PUPILS GOING TO SCHOOL

Table 4.1.5.1 Parent attitude towards pupils going to school

Extent	Frequency	Percentage	Cumulative Percentage
Not important at all	0	0	0
Not very important	0	0	0
Pretty important	0	0	0
Very important	23	100	100
Total	23	100	100

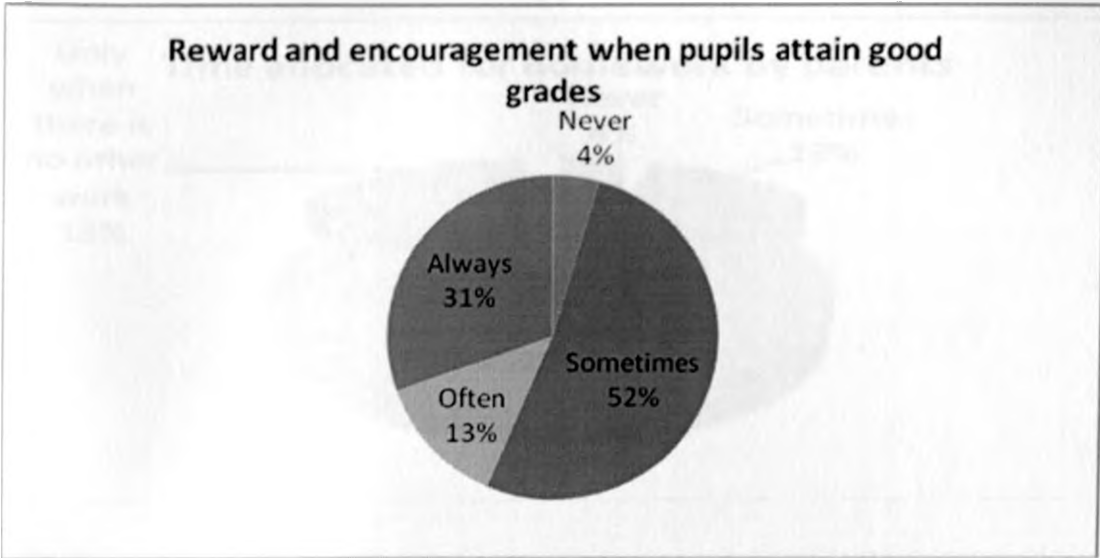
Parent's attitude towards their children going to school is very important as it recorded 100% in this study

4.1.6 REWARD AND ENCOURAGEMENT WHEN PUPILS ATTAIN GOOD GRADES

Table 4.1.6.1 Reward and encouragement when pupils attain good grades

Extent	Frequency	Percentage	Cumulative Percentage
Never	1	0	0
Sometimes	12	39.1	39.1
Often	3	34.8	73.9
Always	7	26.1	113
Total	23	100	100

Figure 6 Reward and encouragement when pupils attain good grades



Sometimes (39.1%) pupils are rewarded for good performance while often (34.8%) show parents rewarding good performance, always (26%) of parents reward their children when they perform well

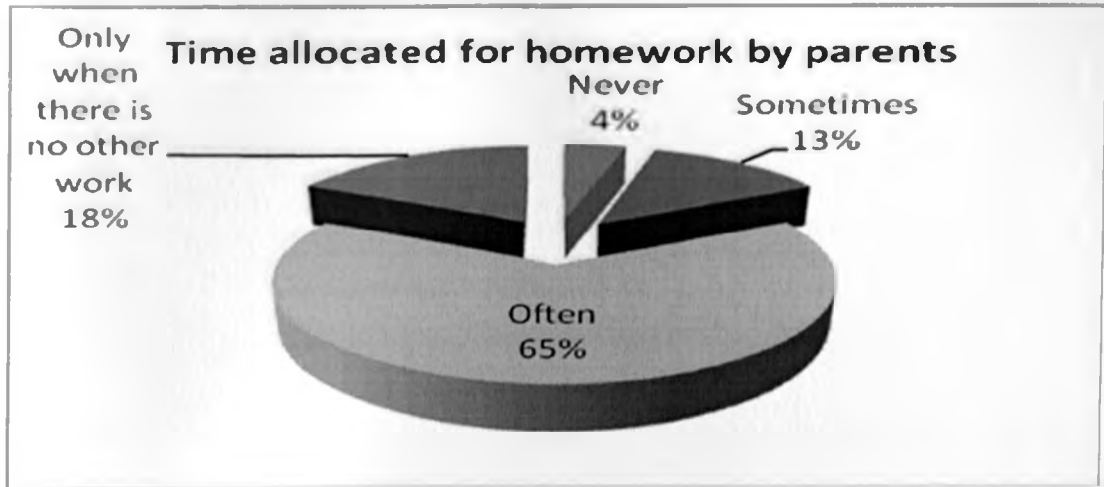
4.1.6 TIME ALLOCATED FOR HOMEWORK BY PARENT

Table: 4.1.7.1 Time allocate for homework

Degree	Frequency	Percentage	Cumulative Percentage
Never	1	4.3	4.3
Sometimes	3	13	17.3
Often	15	65.2	82.5
Only when there is any work	4	17.4	99.9
Total	23	100	100

4.1.5 TIME ALLOCATED FOR HOMEWORK BY PARENTS

Figure: 7 Time allocate for homework by parents



According to the study 65% of parents often allocate their children time to do their homework while 17% of parents only allow their children to do their homework only when there is no other duty at home, Sometimes (13%) of parents allocate time for their children to do homework while 4% of the parents never allocate time for homework

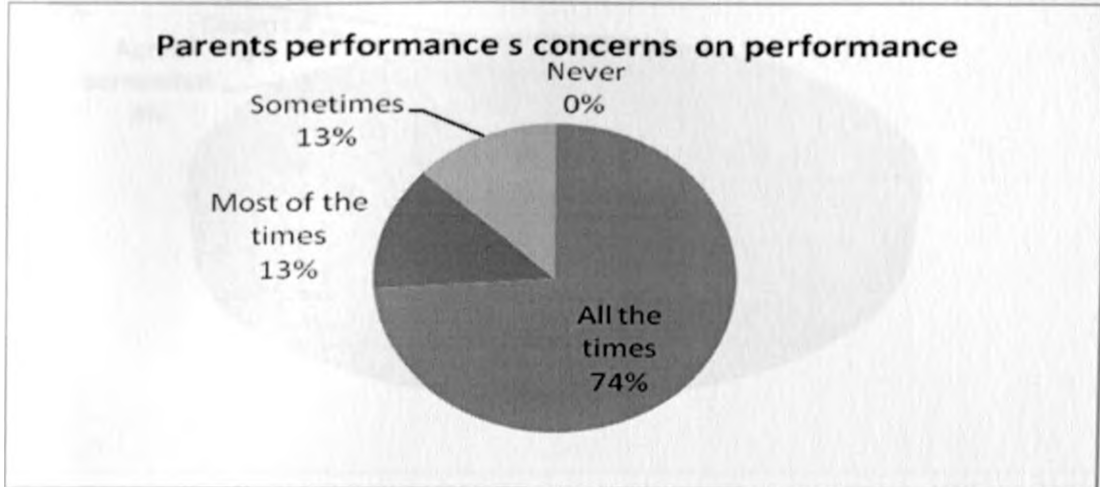
4.1.7 PARENTS CONCERNS ON PUPILS PERFORMANCE

Table 4.1.9.1 Parents concerns on pupil's performance

Extent	Frequency	Percentage	Cumulative Percentage
All the times	17	73.9	73.9
Most of the times	3	13	86.9
Sometimes	3	13	99.9
Never	0	0	99.9
Total	23	100	100

4.1.8 CONCERNS OF PARENTS ON PERFORMANCE

Figure 8 Concerns of parents on performance



According to the table 74% of the parents are all the times concerned on their children performance in school while 13% of the parents are most of the times and sometimes concerned

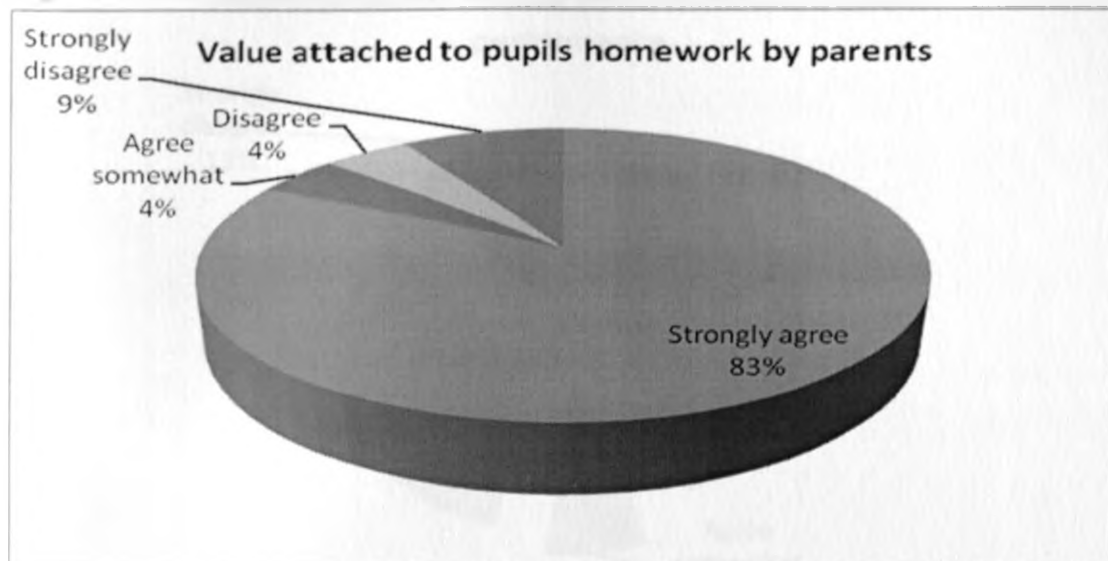
4.1.9 VALUE ATTACHED TO PUPILS HOMEWORK BY PARENTS

Table 4.1.11.1 Value attached to pupils homework by parents

Extent	Frequency	Percentage	Cumulative Percentage
Strongly agree	19	82.6	82.6
Agree somewhat	1	4.3	86.9
Disagree	1	4.3	91.2
Strongly disagree	2	8.7	99.9
Total	23	100	100

4.1.10 VALUE ATTACHED TO PUPILS HOMEWORK BY PARENTS

Figure 9 Value attached to pupils homework by parents



According to the study 83% of the pupils strongly agree that their parents attach great value to homework

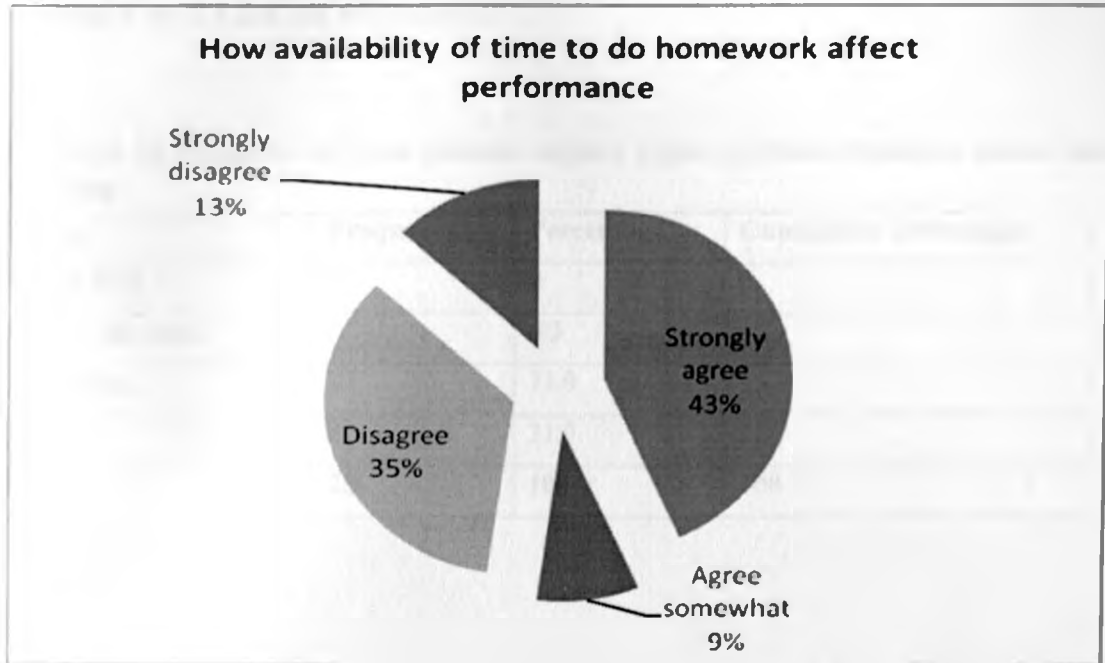
4.1.11 HOW AVAILABILITY OF TIME TO DO HOMEWORK AFFECT PUPILS PERFORMANCE

Table 4.1.13.1 How availability of time to do homework affect pupils performance

Extent	Frequency	Percentage	Cumulative Percentage
Strongly agree	10	43.4	43.4
Agree somewhat	2	8.7	52.1
Disagree	8	34.8	86.9
Strongly disagree	3	13	100
Total	23	100	100

4.1.12 HOW AVAILABILITY OF TIME TO DO HOMEWORK AFFECT PERFORMANCE

Figure 10 How availability of time to do homework affect performance



According to the study 43% of the pupils strongly agree that given time to do homework can positively or negatively affect their performance while 35% of the pupils disagree, 13% of the pupils strongly disagree

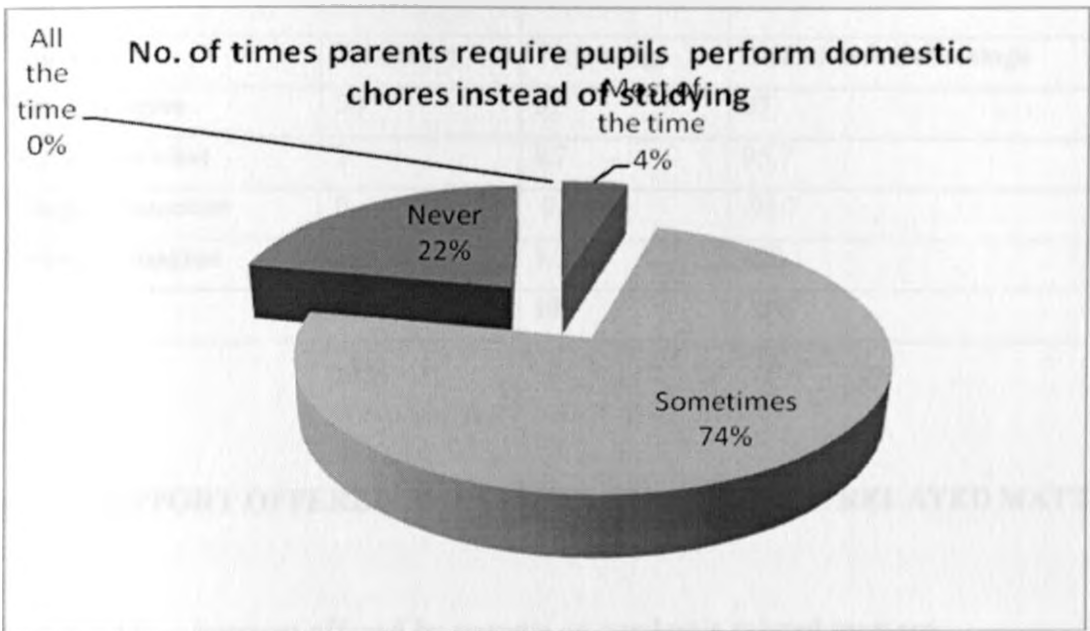
4.1.13 NUMBER OF TIMES PARENTS REQUIRE PUPILS PERFORM DOMESTIC CHORES INSTEAD OF STUDYING

Table 4.1.15.1 Number of times parents require pupils perform domestic chores instead of studying

Degree	Frequency	Percentage	Cumulative Percentage
All the time	0	0	0
Most of the time	1	4.3	4.3
Sometimes	17	73.9	73.9
Never	5	21.7	21.7
Total	23	100	100

4.1.14 NUMBER OF TIMES PARENTS REQUIRE PUPILS PERFORM DOMESTIC CHORES INSTEAD OF STUDYING

Figure 11 Number of times parents require pupils perform domestic chores instead of studying



74% of the pupils interviewed states that sometimes their parents give them some domestic chores to perform at home while 22% are never assigned any chores by their parents

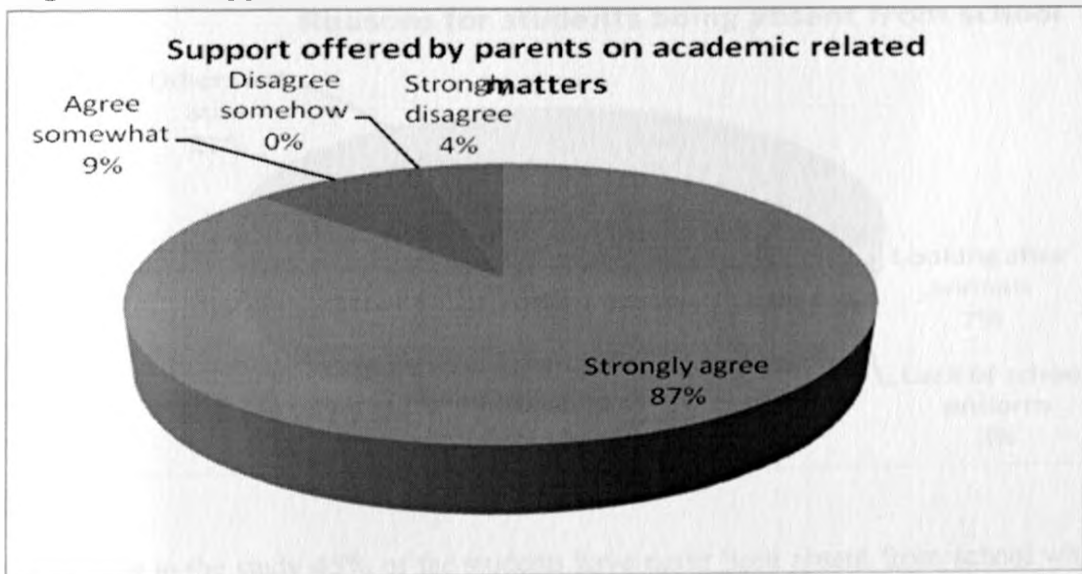
4.1.14 SUPPORT OFFERED BY PARENTS ON ACADEMIC RELATED MATTERS

Table 4.1.17.1 Support offered by parents on academic related matters

Extent	Frequency	Percentage	Cumulative Percentage
Strongly agree	20	87	87
Agree somewhat	2	8.7	95.7
Disagree somehow	0	0	95.7
Strongly disagree	1	4.3	100
	23	100	100

4.1.15 SUPPORT OFFERED BY PARENTS ON ACADEMIC RELATED MATTERS

Figure 12 Support offered by parents on academic related matters



According to the table above 87% of pupils interviewed strongly agree that they get support from their parents while 8.7% agree somewhat on the support offered by their parents

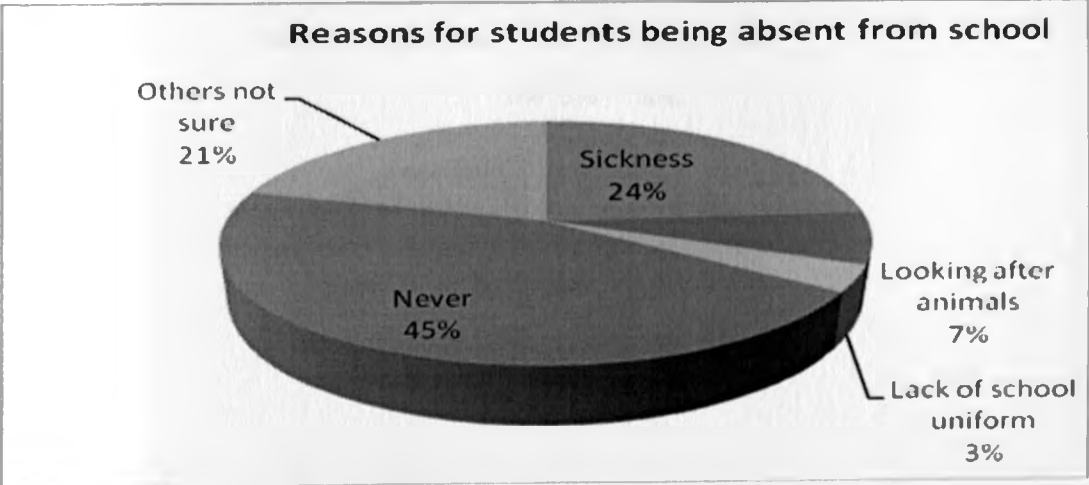
4.1.16 STUDENTS ABSENTEEISM FROM SCHOOL

Table 4.1.19.1 Student absenteeism from school

Reasons	Frequency	Percentage	Cumulative percentage
Sickness	7	24	24
Looking after animals	2	8.7	32.7
Lack of school uniform	1	4.3	37
Never	13	44.8	81.9
Others not sure	6	20.7	100
Total	29	100	100

4.1.17 REASONS FOR STUDENTS BEING ABSENT FROM SCHOOL

Figure 13: Reasons for students being absent from school



According to the study 45% of the students have never been absent from school while 24% were absent because of sickness and 21% were not sure of the reasons for them being absent

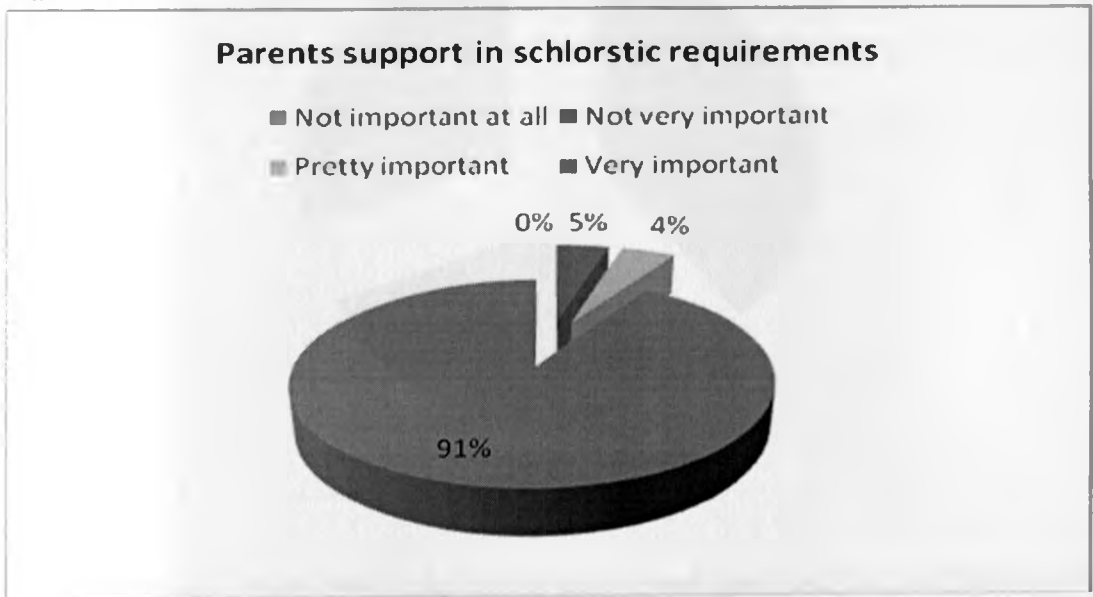
4.1.18 PARENTS SUPPORT IN SCHOLASTIC REQUIREMENTS

Table 4.1.20.1 Parents support in scholastic requirements

Extent	Frequency	Percentage	Cumulative percentage
Not important at all	0	0	0
Not very important	1	4.3	4.3
Pretty important	1	4.3	8.6
Very important	21	91.3	100
Total	23	100	100

4.1.19 PARENTS SUPPORT IN SCHOLARSTIC REQUIREMENTS

Figure 14 Parents support in scholastic requirements



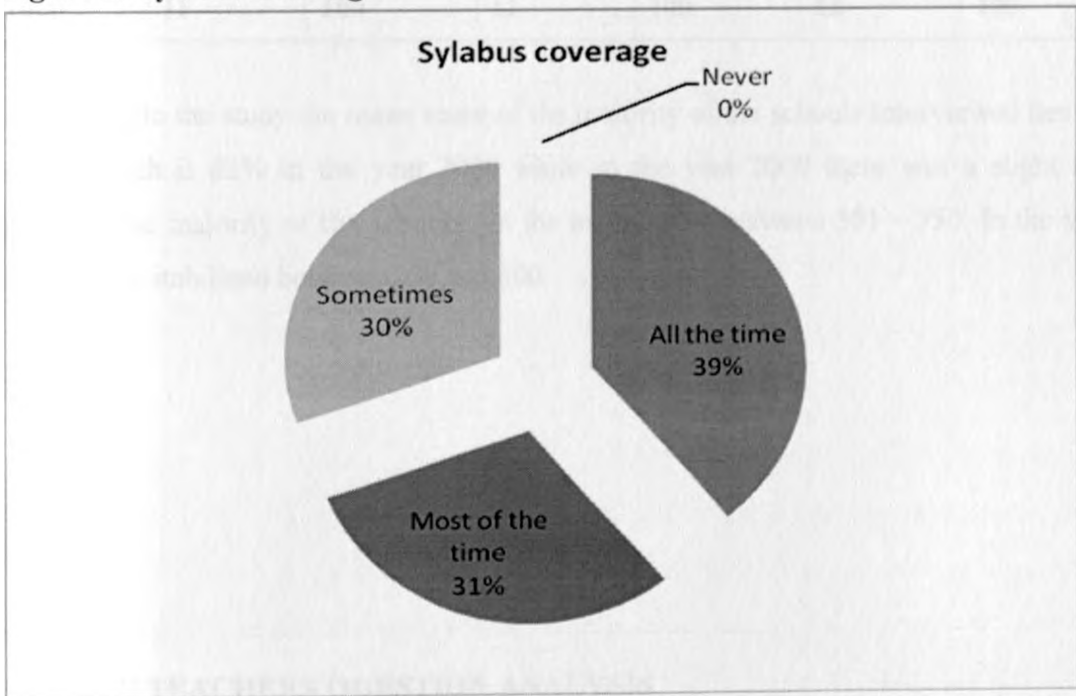
According to the study 91% of the pupils interviewed indicate that their parents offer them scholastic requirements is very important.

4.1.20 SYLLABUS COVERAGE

Table 4.1.22.1 Syllabus coverage

Extent	Frequency	Percentage	Cumulative percentage
All the time	9	39.1	39.1
Most of the time	7	30.4	69.5
Sometimes	7	30.4	100
Never	0	0	100
Total	23	100	100

Figure 15 Syllabus coverage



According to the study 39% of the pupils interviewed agree that the completion of the syllabus is all the times while 31% indicated that they cover the syllabus most of the time and 30% concur that they sometimes complete the syllabus

4.1.21 KCPE PERFORMANCE FOR THE LAST THREE YEARS

Table 4.1.23.1 KCPE performance for the last three years

Mean Score	Years					
	2008		2009		2010	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Below 200						
201 - 250	0	0	0			
251 - 300	7	63.6	4	36.4	6	50
301 - 350	4	36.4	7	63.6	6	50
Over 350	0	0	0	0	0	0
	0	0	0	0	0	0
Total	11	100	11	100	12	100

According to the study the mean score of the majority of the schools interviewed lies between 251 - 300 which is 63% in the year 2008 while in the year 2009 there was a slight improvement whereby the majority of the schools got the mean score between 301 - 350. In the year 2010 the mean score stabilized between 250 and 300

4.2 HEAD TEACHERS QUESTION ANALYSIS

4.2.1 DISTRIBUTION OF THE SCHOOL STREAM

Table 4.2.1.1 Distribution of the School Streams

No. of streams	Frequency	Percentage	Cumulative
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			Percentage
1 stream	12	100	100
More than 1	0	0	100
Total	12	100	100

Source: Research data

According to the data collected all school in Isinya division have one stream which constitutes to 100%

4.2.2 ENROLLMENT AND PUPILS PERFORMANCE

Table 4.2.2.1 How increase enrollment affects pupils performance

Extent	Yes		No	
	Frequency	Percentage	Cumulative Percentage	
Yes	8	66.6	66.6	
No	4	33.3	99.9	
Total	12	100	100	

Source: Research data

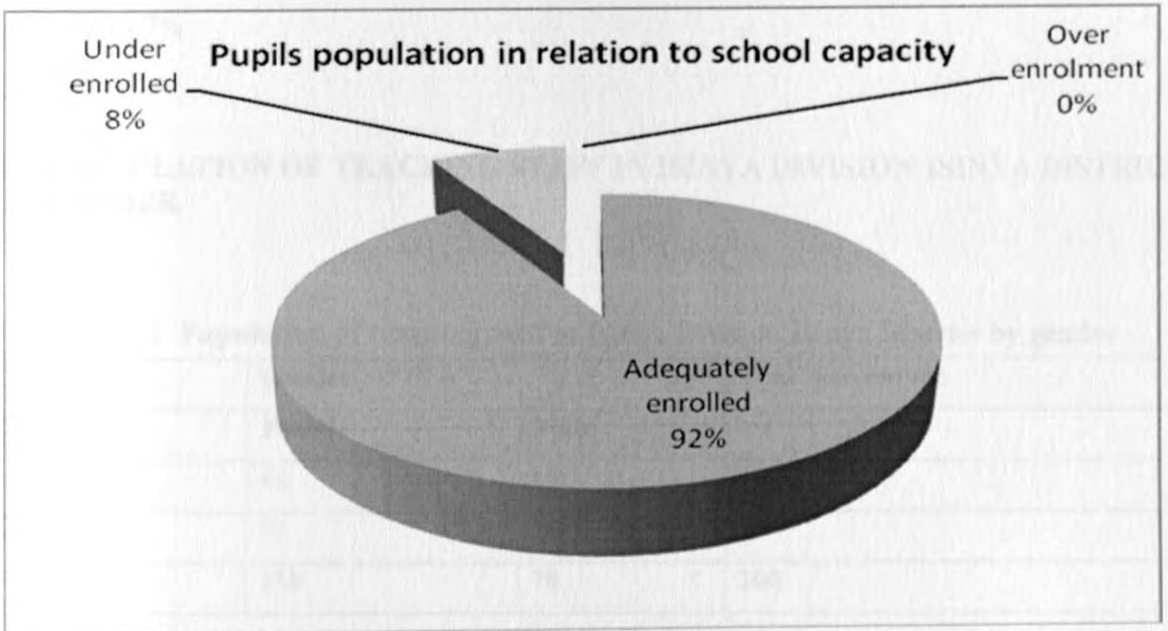
The table above shows the extent in which increased enrollment affects performance. It is clear that the teacher pupil's ratio is not favorable. In some schools the increased enrollment has helped to improve the mean score in that due to migration some of the pupils come from urban areas and they have good academic background and this has contributed to good performance. New admissions are normally below average and bringing them to board take a longer time as most of them come from rural areas as their parent's moves to new employment in the nearby flower farms. On the other hand some classes are too large to be handled by one teacher and marking of pupil's books is a bit difficulty and they usually tend to give less work to the pupils which affect performance in the long run

4.2.3 PUPILS POPULATION IN RELATION TO SCHOOL CAPACITY

Table 4.2.3.1 Pupils population in relation to school capacity

Extent	Frequency	Percentage	Cumulative percentage
Over enrolment	0	0	0
Adequately enrolled	11	91.7	91.7
Under enrolled	1	8.3	100
Total	12	100	100

Figure 16: Pupils population in relation to school capacity



According to this study 11 (92%) of the head teachers interviewed consider that the school capacity is adequately enrolled

4.2.4 Distribution of head teachers in the current station

Table 4.2.4.1 Distribution of head teachers in current station

No. of years in current station	Frequency	Cumulative Frequency	Percentage	Cumulative Percentage
0 to 5	2	2	16.7	16.7
6 to 10	10	12	83.3	100
11 to 15	0	0	0	0
16 to 20	0	0	0	0

According to this study most teachers have been in the current station for a period of between six to ten years which constitutes to 83.4% the rest have been there for less than five years which covered 16.7%

4.2.4 POPULATION OF TEACHING STAFF IN ISINYA DIVISION ISINYA DISTRICT BY GENDER

Table 4.2.5.1 Population of teaching staff in Isinya Division Isinya District by gender

Zones	Gender		Total Percentage
	Female	Male	
Isinya	64	45	69
Kitengela	91	25	31
Total	155	70	100

From the undertaken study most of the teachers in both Isinya and Kitengela division are women covering 64% in Isinya and 91% in Kitengela, male comprised of 45% in Isinya and 25% in Kitengela

4.2.5 DISTRIBUTION OF HEAD TEACHERS AND CLASS 8 TEACHERS TEACHING EXPERIENCE

Table 4.2.6.1 Distribution of head teachers and class 8 teachers teaching experience

Distribution of head teachers and class 8 teachers teaching experience						
No of years in teaching profession	Frequency H/T	Percentage of H/T	Cumulative Percentage H/T	Frequency Class 8 teachers	Percentage Class 8 teachers	Cumulative Percentage Class 8 teachers
0 to 5	0	0	0	4	33.3	33.3
6 to 10	4	33.3	33.3	1	8.3	41.6
11 to 15	3	25	58.3	3	25	66.6
16 to 20	3	25	83.3	3	25	91.6
21 to 25	2	16.7		1	8.3	99.9
Above 25	0	0	0	0	0	99.9
Total	12	100	100	12	100	100

4.2.6 DISTRIBUTION OF HEAD TEACHERS AND CLASS 8 TEACHERS TEACHING EXPERIENCE

Table 4.2.7.1 Distribution of the school streams

No. of streams	Frequency	Percentage	Cumulative percentage
One stream	12	100	100
More than one stream	0	0	100
Total	12	100	100

All the schools have one stream constituting to 100%

4.2.7 DISTRIBUTION OF AVERAGE NUMBER OF PUPILS PER CLASS AS REPORTED BY CLASS EIGHT TEACHER

Table 4.2.8.1 Distribution of average number of pupils per class as reported by class eight teacher

Average number of pupils per class	Frequency	Percentage	Cumulative Percentage
20	1	8.3	8.3
30	8	66.7	75
40	3	25	100
50	0	0	100
Total	12	100	100

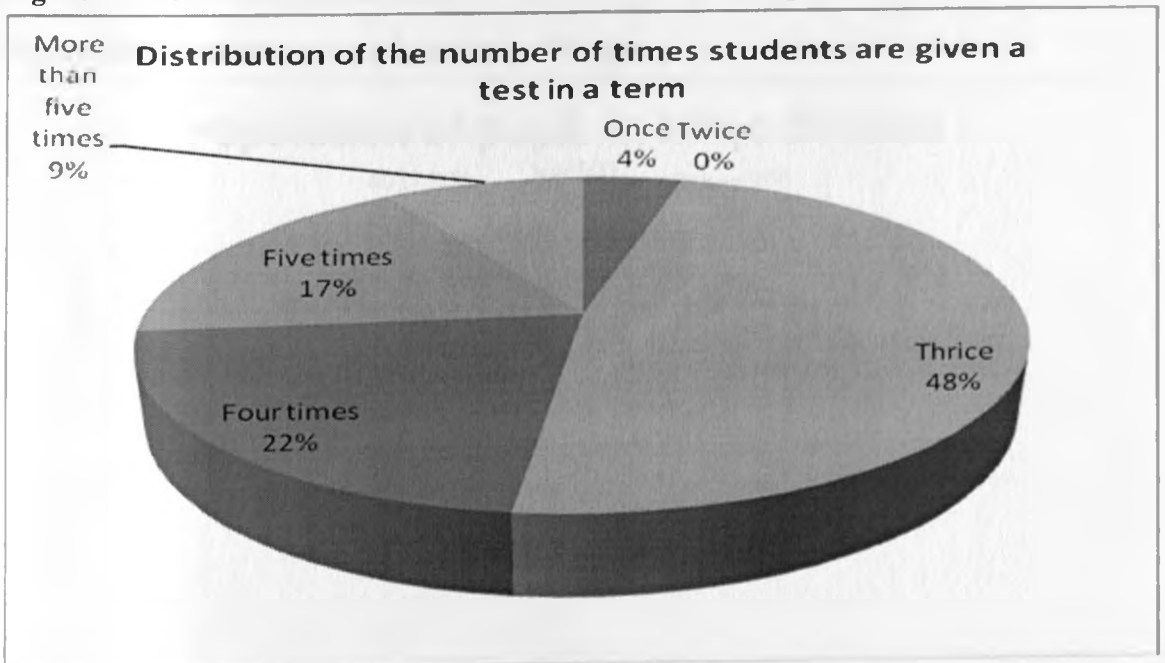
According to the study 67% of the schools visited have an average of 30 pupils per class, this shows that the teacher pupil ration is adequate. 25% of the schools visited have an average of 40 pupils per class. Only 8.3% have an average of 20 pupils per class

4.2.8 DISTRIBUTION OF THE NUMBER OF THE TIMES STUDENTS ARE GIVEN A TEST IN COURSE OF THE TERM AS RESPONDED BY STUDENTS

Table 4.2.9.1 Distribution of the number of the times students are given a test in course of the term as responded by students

No. of times	Frequency	Percentage	Cumulative Percentage
Once	1	4.3	4.3
Twice	0	0	0
Thrice	11	48	52.3
Four times	5	22	74.3
Five times	4	17.4	91.7
More than five times	2	8.7	100
Total	23	100	100

Figure 17 Distribution of the number of times students are given tests in a term



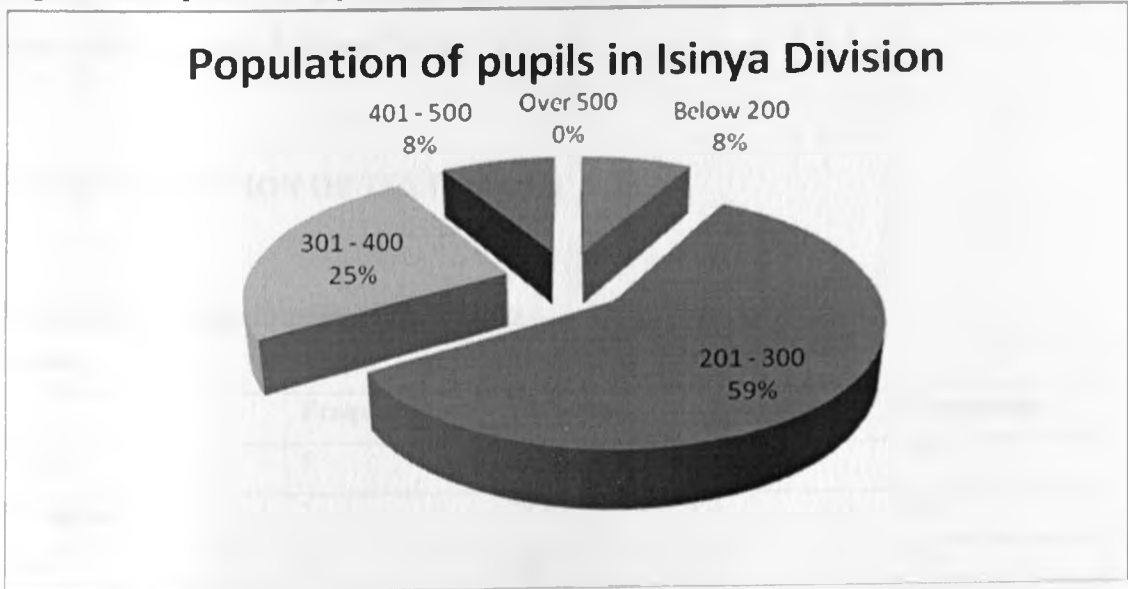
According to the study 11 (48%) of the pupils interviewed stated that they were given a test thrice in a term, while 5 (22%) of the pupils concurred they are given a test four times in a term. 2 (8.7%) indicated that they are given tests more than five times in a term

4.2.9 POPULATION OF PUPILS IN ISINYA DIVISION

Table 4.2.10.1 Population of pupils in Isinya Division

No. of pupils	Frequency	Percentage	Cumulative percentage
Below 200	1	8.30%	8.30%
201 – 300	7	58.30%	66.60%
301 – 400	3	25%	91.60%
401 – 500	1	8.30%	100%
Over 500	0	0.00%	100

Figure: 18 Population of pupils in Isinya Division



From the study 59% of the schools visited have a population of between 200 to 300 while 25% had a population between 300 to 400

4.2.10 KCPE PERFORMANCE FOR THE LAST 3 YEARS

Table 4.5.11.1 KCPE performance for the last 3 years

Mean Score	Years					
	2008		2009		2010	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Below 200						
201 – 250	0	0	0			
251 – 300	7	63.6	4	36.4	6	50
301 – 350	4	36.4	7	63.6	6	50
Over 350	0	0	0	0	0	0
	0	0	0	0	0	0
Total	11	100	11	100	12	100

Source: Research data

According to the study the mean score of the majority of the schools interviewed lies between 251 - 300 which is 63% in the year 2008 while in the year 2009 there was a slight improvement whereby the majority of the schools got the mean score between 301 - 350. In the year 2010 the mean score stabilized between 250 and 300

4.2.11 DISTRIBUTION OF TEXT BOOKS

Table 4.2.12.1 Distribution of text books

Extent	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Isinya	5	71.4	3	50
Kitengela	2	28.6	3	50
Total	7	100	6	100

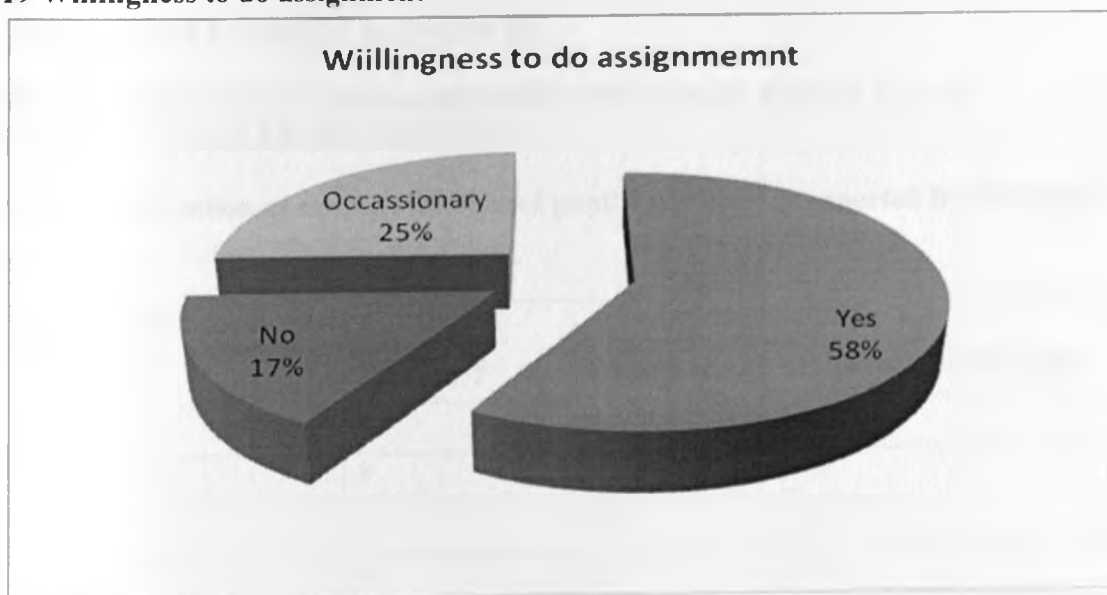
According to the study it is clear that Isinya 71.4% has more text books than Kitengela zone 28.6%.

4.2.12 WILLINGNESS TO DO THE ASSIGNMENT

Table 4.2.13.1 Willingness to do the assignment

Extent	Frequency	Percentage	Cumulative Percentage
Yes	7	58	58
No	2	17	75
Occassionary	3	25	100
When punished	0	0	100
Total	12	100	100

Figure19 Willingness to do assignment



According to the survey 58% of the pupils are willing to do the assignment while 25% Occassionary show willingness to do assignment and only 17% of the pupils interviewed did not show the willingness to do the assignments

4.2.13 FACTORS VIEWED BY PUPILS AS INTERFERING WITH THEIR ACADEMIC PERFORMANCES

1. Pupils absenteeism and lateness
2. Indiscipline among some pupils
3. Inadequate revision before KCPE
4. Pupils laziness and lack of seriousness in academic work
5. Failure to do homework and assignments
6. Poor concentration in class
7. Wastage of time on punishment
8. Lack of proper guidance from both teachers and parents
9. Unconducive atmosphere for studying at home
10. Lack of revision materials

4.3 CLASS EIGHT TEACHERS RESPONCES

4.3.1 DISTRIBUTION OF AVERAGE NUMBER OF PUPIL'S PER CLASS AS REPORTED BY CLASS EIGHT TEACHER

Table 4.6.1.1 Distribution of average number of pupil's per class as reported by class eight teachers

Average number of pupils per class	Frequency	Percentage	Cumulative Percentage
20	1	8.3	8.3
30	8	66.7	75
40	3	25	100
50	0	0	100
Total	12	100	100

Source: Research data

The above indicates that the majority of the school class average was 30 pupils (66.7%) , this shows the classes are adequately enrolled while 3 (25%) of the schools interviewed had 40 students and only one school had 20 students which constitutes 8.3%. Generally the classes in Isinya Division are not over enrolled

4.3.2 OTHER FEATURES THAT INFLUENCES PUPILS ACADEMIC PERFORMANCE IN KCPE IN ISINYA DIVISION

The head teacher, teachers and pupils had been asked to identify factors that in their view influenced pupil's academic performances in their schools. Below is a list of factors that were viewed by the head teachers and class eight teachers influence pupils academic performances both negatively and positively. Factors believed to affect pupil's performance negatively

1. Poverty related problems
2. Poor facilities at home
3. In ability to pay secondary school fees
4. Child labour
5. Poor syllabus coverage
6. Lack of support by parents and community at large
7. Indiscipline of pupils
8. Shortage of learning resources especially like revision materials and library
9. Shortage of teachers
10. Poor language due to use of mother tongue
11. Negative attitude towards education

4.3.4 FACTORS BELIEVED TO POSITIVELY PROMOTE ACADEMIC

1. Frequent evaluation
2. Parents support
3. Parental encouragement.
4. Good learning atmospheres
5. Availability of learning resources

6. Pupils and teachers commitment to class work
7. High discipline in schools
8. Frequent in-service courses for teachers
9. Good and early coverage of syllabus and adequate revision before the final examination

4.3.5 OTHER FACTORS CONTRIBUTING TO HIGH PERFORMANCE

1. Creation of a library
2. Parents cooperation with teacher
3. Provide pupils with lunch especially during the dry spell
4. Teachers to handle subject that are their best or the ones they are good at
5. Special children in school needed qualified teachers who can cater for their special needs
6. Increase of teacher/pupil contact hours
7. Encouraging functional subject panels
8. Completion of syllabus on time
9. Deploy enough qualified personnel
10. Provide adequate physical facilities
11. Stop cheating or any form of irregularity

4.3.6 ROLE PLAYED BY HEAD TEACHERS CONCERNING EFFECTIVE TEACHING AND LEARNING

1. check pupil work assisted by subject head
2. carry out internal inspection with whole staff
3. close supervision and monitoring
4. Ensure there is proper syllabus coverage
5. Encourage parents to contribute learning materials
6. Proper management of schools
7. Ensure that all lessons are attended to
8. Sensitize teachers on team teamwork

9. Attend lessons regularly
10. Provision of necessary resources
11. Monitoring and delivery of content
12. Monitoring both teachers and pupils
13. Motivating teachers and pupils when they perform well Role modeling or leading by example
14. Guiding pupils on moral values

4.3.9 TEACHERS MOTIVATION BY HEAD TEACHERS

1. Verbal comments i.e. Word of appreciation to any good work
2. Listen to their grievances
3. Delegate duties inside and outside the school
4. Having common teas and lunches
5. Awarding merit certificates / trophies
6. Awarding presents to good performance
7. Occasionally special treat and grant leave to attend external workshops/seminars
8. Congratulating teachers who show excellent performance{
9. Encourage parents to provide incentives

4.3.10 MOTIVATING PUPILS BY HEAD TEACHERS

1. Rewarding pupils during closing assemblies
2. Verbal comments
3. take pupils for tours
4. Get sponsors for children from poor families
5. Rewarding the best performing pupils
6. Use of badges for the best performers
7. Word of appreciation before other pupils

The findings suggest that the factors that influences pupils academic performance were viewed by both teachers and pupils as being either school based like availability of teachers, teachers, teaching and learning resources, school administration, time utilization and school climate background and the pupils, distance covered by both pupils and teachers and community innovation in school matters.

CHAPTER FIVE:
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter the research findings are summarized, conclusion and recommendations to the study are drawn and research gaps are identified for future studies. This was a study on factors affecting performance in KCPE in Isinya Division of Isinya District. It aimed at determining the school based factors that influence KCPE performance in the division.

5.1 SUMMARY OF THE STUDY FINDINGS

Poor academic performance in the KCPE examination by pupils in Isinya Division prompted the researcher to investigate factors that contributed to such a factors. The study was carried out among the public day primary schools in Isinya Division that had done KCPE examination for the last four years. The respondents included head teachers, class eight teachers and class eight pupils. Data collected using self administered structured questionnaires and informal interviews. From the data that was analyzed using both qualitative and quantitative involving descriptive statistics it was evident that pupil's academic performance was mainly influenced by:

1. Availability of important resources and facilities such as library facilities, staff houses, revision materials and reference books hindered pupils academic achievement
2. Availability of teachers, schools whose teachers had less workload performed better than those whose teachers had more workload
3. Low community involvement in school matters which created a gap between the teachers and parents
4. Absence of the school feeding program which increased pupils absenteeism and interfered with their concentration in class
5. Poor time utilization by both teachers and pupils which led to no coverage of the syllabus and inadequate revision

5.3 CONCLUSION

The findings of this study revealed that there are various factors which influence pupils academic performance in KCPE, some were schools based while others were family or community and school based factors, both household/community and school based factors determined the experiences that pupils went through in the schooling process ultimately determining pupils academic performance in KCPE. Among the school based factors were: teachers, physical facilities, teaching and learning resources, school administration, while household/community based factors included social-economic background, parental involvement and distance between home and school.

The community was particularly supposed to support the school with physical facilities teaching and learning resources and above all support the teachers, however the study reveals that the community was not economically stable with the majority of the people being involved in livestock rearing or operating a small business, working as labourers in flower farms. This area also experience frequent drought accompanied by severe famine. For this reason the community is weak economically, hence the community is unable to support the school materials and therefore the schools lacked most of the necessities. Thanks to introduction of the free primary education program which has improved the situation.

Long distances covered by pupils and teachers through rough roads and the scarcity of transport within the area greatly interfered with the pupils time utilization in school as such pupils arrive in school fatigued. Rampant pupil's absenteeism and indiscipline also contribute to poor performance. Absence of school feeding program was found to affect pupil's academic performance in two ways; increasing absenteeism and interfering with pupil's concentration in class particularly during the famine season.

In arid areas/pastoral areas where nomad's life is practiced, you find that children are left at home alone by the parents when they move with the animals. At time they are left with their mothers while men drive away the cattle to look for pastures, with no food at home so they sleep hungry or they survive with only one meal a day, but only in schools which were included in school feeding

program, so the pupils might not be able to perform if they have to take care of the younger siblings while parents are away with the animals, they are usually burdened with a lot of workload back at home. Rise to poor parent teacher relationship, indiscipline cases are highly reported and it has a negative impact on academic performance

5.4 SUGGESTION FOR FUTURE RESEARCHES

From the topic under research the following need to be undertaken by the stakeholders concerned in order to improve pupils academic performance in KCPE in Isinya Division.

5.4.1 PARENTS

- 1) Provide basic needs
- 2) Ensure that pupils attend school all the times
- 3) Allow children time to study at home
- 4) Participate in school development activities
- 5) Be in touch with academic progress of their children
- 6) Provide moral support to their children

5.4.2 LOCAL COMMUNITY

- 1) The local community should endeavor to ensure the success of the school by supporting the needy and orphaned children
- 2) Talk positively about education
- 3) Holding barazas to create awareness
- 4) Assist in controlling drug abuse among pupils
- 5) Discourage other retrogressive culture like moranism that cause many young boys to abandon school

5.4.3 TEACHERS

Teachers play a vital role in the teaching and learning process and greatly determine the level at which a school performs in order to improve pupils academic performance the researcher recommends the following

- 1) Proper coverage of syllabus in good time
- 2) Avoid unnecessary absenteeism in school
- 3) Put more emphasis on assignments and homework so as to keep children busy throughout
- 4) Pay special attentions to learners who have difficulties
- 5) Use humble language to encourage pupils to interact freely with them
- 6) Self evaluation tests to encourage pupils to revise
- 7) Always guide, counsel and encourage pupils
- 8) Should enroll for further studies to improve on academic qualifications and maintaining updates

5.4.4 HEAD TEACHERS

- 1) Cultivate positive relationship between teachers, parents and pupils
- 2) Ensure good discipline among the pupils and teachers
- 3) Encourage teamwork among teachers in school
- 4) Supervise curriculum delivery from the teachers
- 5) Ensure proper utilization of the available resources within the school
- 6) Ensure proper management of the school
- 7) Should thoroughly attend lessons.
- 8) Enlighten parents on their role in improving performance
- 9) Organize inter school prize giving day to review academic progress of the school
- 10) Ensure their schools have the recommended text books

- 11) Empower the Parents Teacher Association (PTA) to meet frequently at least once every month to review the school performance
- 12) Hold regular staff meetings to ensure smooth learning within the profession

5.4.5 PUPILS

The pupils not only play a crucial part of the school but also have a key role of contributing at least 60% of their success; for this reason they should

- 1) Attend school regularly
- 2) Do all the assignment given by their teachers
- 3) Maintain high discipline both in school, outside the school and throughout their school life
- 4) Work hard to pass all the subjects
- 5) Ensure that they sit for all the tests given in school
- 6) Ensure there is frequent consultations with their teachers
- 7) Utilize their time well both in school and at home
- 8) Always be willing to be assisted in case of difficulties
- 9) Have positive attitude towards education

5.4.6 MINISTRY OF EDUCATION

In order for school to have a smooth running and produce good performance the government through the ministry of education should adhere to the following:

- 1) Expand the FPE budget and include provision of famine relief food so as to improve pupil daily attendance and concentration in class work
- 2) Provide enough teaching and learning resources including reference and revision materials
- 3) Make policy decisions which focus on construction of libraries in primary schools and teachers quarters.

- 4) Upgrade Maasai Technical Training College into a university that can serve as a role model for further studies in the area
- 5) Give clear guidelines on how to maintain discipline in schools as punishment seems time consuming and less effective
- 6) Boost teachers morale by implementing their package scheme of service
- 7) Organize in-service seminars for teachers whereby educational officer and inspectors can get feedback from the school, advise accordingly and update them on current trends in education
- 8) Increase the number of tutors in Isinya and come up with a modern facility for tutor to train teachers
- 9) Ensure discipline of the divisional officers through frequent visit by provincial education officers
- 10) Consider allowing re-introduction of joint examinations in primary schools to encourage student to be competitive
- 11) Through the ministries concerned, the government should ensure that provision of clean drinking water and electricity to rural areas in order to promote self employment among the locals thus improving the economic status
- 12) Improve infrastructure in order to ease the movement of teachers and pupils to and from school
- 13) Improve the child care and health services in total areas by equipping the health centers and providing health workers
- 14) The government and other responsible bodies should find appropriate means of allowing girls continue with school after having their babies.
- 15) Establish boarding schools in the Maasai areas specifically in the area of research to allow many children stay in school to increase contact hours in school.

5.4.7 EXAMINERS - KENYA NATIONAL EXAMINATION COUNCIL (KNEC)

The Kenya National Examination Council should do the following:

- 1) Not set ambiguous questions that scare pupils from handling
- 2) Ensure that the questions are clearly written
- 3) Avoid setting questions that favour certain category of pupils

- 4) Avoid use of a single/common assessment test instead of just one at the end of the year
- 5) Consider orphans and other poor pupils in the payment of examination registration fees

RECOMMENDATIONS

Research should also be conducted on other factors contributing to poor performance in specific subjects. The same research maybe conducted in the neighboring Districts like Mashuuru, the research could also be conducted to establish why children from urban areas do perform better than their counterparts in rural areas. Other recommendation includes the following: there is an urgent need for pupils to be more disciplined-this implies that the parents have also to join hands with the teachers to instill discipline, there is need for warm relations between parents, pupils, teachers and educational personnel in order to improve performance., also, the parents through their Parents Association should ensure that schools have the necessary facilities and equipments needed for effective learning. There is need to introduce feeding programmes in the schools so that pupils do not waste time rushing home and coming late to class and convert this time for extra studies while in school. Improved transport facilities should be made available so that the inspectors can visit more schools. There is need to introduce incentives for both teachers, pupils, school and zone to create more competition during national, zonal or divisional examinations. There is need to cut down the rate of transferring of teachers preferably to be done only at the beginning of the year.

Since there is no more cost sharing in the provision of primary education, the government should provide adequate teaching and learning resources to the schools, however the school administration should seek extra funding from the CDF money, to purchase other materials and in addition maintain the available school resources in good state

Machinery to be put in place by the government so as to be able to undertake surveillance on child labour on a continuous basis and be able to document and prosecute cease leading to injustices to children. Similarly appropriate measures to be undertaken to eliminate child labour in Kenya and ensure that all children are provided with basic needs such as food, shelter, healthcare and education

RECOMMENDATIONS FOR FURTHER RESEARCH

The current study was limited to schools situated in Isinya Division and it covered only two zones Kitengela and Isinya, there is need to carry out an extensive similar study in all schools within Isinya District and even the whole of Kajiado District so as to have a comprehensive report on factors that affect performance in KCPE in public schools in the region

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APPENDIX 1

HEAD TEACHER QUESTIONNAIRE

Introduction and purpose

This study is being conducted to gain an understanding of factors influencing academic performance of pupils Isinya Division of Isinya District. I kindly request you to join the study because as stakeholders you are eligible and can provide resourceful information pertaining to this topic under investigation

Benefits - By participating in this study you will help the researcher gain useful information. There is no payment for taking part in this study. This study is purely for academic purposes. It is a requirement for the award of a of the post graduate diploma in human resource management in the faculty of extra mural studies University of Nairobi

Confidentiality - Your answer will be kept confidential.

Contact - The researcher's name is Mrs. Mary Seneta; a student of the post graduate diploma in human resource management in the faculty of Extra Mural Studies University of Nairobi.

INSTRUCTION:

Please respond to each question by ticking against the appropriate answers

DEMOGRAPHIC INFORMATION/BACKGROUND INFORMATION:

- 1) Please state your gender.
 - a) Male ()
 - b) Female ()

- 2) What is your age bracket?
 - a. a) Below 25yrs ()
 - b. b) 25_34yrs ()
 - c. c) 35_44yrs ()
 - d. d) 45_54yrs ()

e. e) Over 54yrs ()

3) School total enrolment

4) What is your highest professional qualification?

a. P1

b. P2

c. S1

d. Bachelor

e. Others Specify

5) How long have you been in the teaching profession

a. <5

b. 6 – 10

c. 11 – 15

d. 16 – 20

e. > 20

6) How long have you been in the current head teacher station

a. 6 – 10

b. 11 – 15

c. 16 – 20

d. > 20

SECTION B: ENROLMENT

7) Does your school have enough teachers?

- a. Never
- b. Sometimes
- c. Often
- d. Always

8) Indicate the number of pupils enrolled in your school for the last 4yrs

Year	Boys	Girl	Total
2008			
2009			
2010			
2011			

9) Comment on the pupil's population in relation to school capacity.

- a) Over enrollment
- b) Adequately enrolled
- C) Under enrolled

10) State the number of streams in your school?

11) Has increased enrolled of pupils affected the performance in your school?

- a. Yes
- b. No

12) State the reasons for your answers choice in the above question

.....
.....
.....
.....
.....

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.....

FACTORS AFFECTING KCPE PERFORMANCE

13) Are there enough teachers in your school?

- a. YES
- b. NO

14) If the answer to the above is NO what is the shortfall?

15) As a teacher of the school which roles do you play to ensure that there is effective teaching and learning in your school

.....

.....

.....

.....

.....

16) How do you motivate the following in your school

a. Teachers

.....

.....

.....

.....

.....

b. Pupils

.....

.....

.....

.....
.....

17) How is the information communicated to you by teachers and students in the school

- a. Written
- b. Verbal
- c. Grapevine

18) Indicate the performance of your school in the KCPE examination in the last three years

Year	2008	2009	2010
Mean grade			

19) Which factors have contributed to the above performance

.....
.....
.....
.....
.....

20) Give suggestions on what can be done to improve the KCPE performance in your school

.....
.....
.....
.....
.....

SCHOOL PHYSICAL FACILITIES/EQUIPMENT

21) Rate the conditions of the following physical facilities in your school using a four point scale provided below

1=Very adequate

2=Adequate

3=inadequate

4=Not available

a. Administration block

b. Staffroom

c. Classrooms

d. Library

e. Teachers houses

f. Toilets

g. Playing ground

22) Any other comment you may want to add on low performance in KCPE

APPENDIX 2

QUESTIONNAIRE TO STANDARD 8 CLASS TEACHER

QUESTIONNAIRE FOR THE STUDY:

Introduction and purpose

This study is being conducted to gain an understanding of factors influencing academic performance of pupils Isinya Division Isinya District. I kindly request you to join the study because as stakeholders you are eligible and can provide resourceful information pertaining to this topic under investigation

Benefits - By participating in this study you will help the researcher gain useful information. There is no payment for taking part in this study. This study is purely for academic purposes. It is a requirement for the award of a of the post graduate diploma in human resource management in the faculty of extra mural studies University of Nairobi

Confidentiality - Your answer will be kept confidential.

Contact - The researcher's name is Mrs. Mary Seneta; a student of the post graduate diploma in human resource management in the faculty of Extra Mural Studies University of Nairobi.

INSTRUCTION:

Please respond to each question by ticking against the appropriate answers

DEMOGRAPHIC DATA

2) **Participant school**

3) Gender

a. Male

b. Female

4) Age bracket

a. 20 – 29

b. 30 – 39

c. 40 – 49

d. 50 - 59

5) What is your highest professional qualification Professional qualification

a. P1

b. P2

c. S1

d. Others specify

6) Teaching experience

a. 0-5 Years

b. 6-10

c. 11-15

d. 16-20

e. Above 20

Teaching resources

6) Do the pupils in your school have sufficient text books?

a. Yes ()

b. No ()

7) If no to the above what is your suggestion

.....
.....
.....

8) What is the average number of pupils in your classes in the whole school?

a. 20 ()

b. 30 ()

c. 40 ()

d. 60 ()

e. Over 60 ()

9) Do your pupils show willingness to do the assignment?

- a. Yes
- b. No
- c. Occasionally
- d. When punished

10) If no to the above how do you motivate them?

.....

.....

.....

BENEFITS

11) What other benefit do you get from the school you teach?

.....

.....

.....

12) In your opinion what factors have lead to the low performance in your school in KCPE?

.....

.....

.....

13) What measure does the school administration take to ensure good performance of your school in KCPE?

APPENDIX 3

PUPILS QUESTIONNAIRE

Introduction and purpose

This study is being conducted to gain an understanding of factors influencing academic performance of pupils Isinya Division of Isinya District. I kindly request you to join the study because as stakeholders you are eligible and can provide resourceful information pertaining to this topic under investigation

Benefits - By participating in this study you will help the researcher gain useful information. There is no payment for taking part in this study. This study is purely for academic purposes. It is a requirement for the award of a of the post graduate diploma in human resource management in the faculty of extra mural studies University of Nairobi

Confidentiality - Your answer will be kept confidential.

Contact - The researcher's name is Mrs. Mary Seneta; a student of the post graduate diploma in human resource management in the faculty of Extra Mural Studies University of Nairobi.

INSTRUCTION:

Please respond to each question by ticking against the appropriate answers

7) Participant

School.....

Class.....

Sex.....

Age..... (Optional)

8) Gender

- a. Male b. Female

9) Does your school have enough teachers?

- a. Never
b. Sometimes
c. Often

d. Always

10) How far is your school? Tick the appropriate

a. Less than 1km

b. More than 1km

c. More than 5km

d. Any other specify

11) How many times in a term does your teacher give you a test?

12) How often do you consult with your parents on issues relating to academic work?

a. Never

b. Sometimes

c. Often

d. Always

13) What is the attitude of your parents towards your going to school?

a. Not important at all

b. Not very important

c. Pretty important

d. Very important

14) Do you receive any rewards and encouragement from your parents when you attain a good grade in class?

a. Never

b. Sometimes

c. Often

d. Always

15) Are you given time to do your homework by the parents?

a. Never

b. Sometimes

c. Often

d. Only when there is no other work

16) My parents show concern about my performance in class

- a. All the time
- b. Most of the time
- c. Sometimes
- d. Never

17) My parents attach high value to my home work

- a. Strongly agree
- b. Agree somewhat
- c. Disagree
- d. Strongly disagree

18) Having time to do homework does affect my academic performance in school

- a. Strongly agree
- b. Agree somewhat
- c. Disagree
- d. Strongly disagree

19) How often do parents require you to perform domestic or other tasks instead of studying?

- a. All the time
- b. Most of the time
- c. Sometimes
- d. Never

20) My parents give me adequate support on academic related matters

- a. Strongly agree
- b. Agree somewhat
- c. Disagree somewhat
- d. Strongly disagree

21) How many times have you been absent from school this year for whatever reason? e.g. sickness, looking after animals, etc

22) Parents paying school related dues like buying uniforms and providing other scholastic requirements in time is important in determining my performance in class

- a. Not important at all
- b. Not very important
- c. Pretty important
- d. Very important

23) It is not only parental support that influences my academic performance in class

- a. Strongly agree
- b. Agree somewhat
- c. Disagree
- d. Strongly disagrees

24) Are you able to cover the syllabus on time?

- a. All the time
- b. Most of the time
- c. Sometimes
- d. Never

25) Apart from parental support, what other factors influence your performance in class?

.....

.....

.....

.....

Thank you for taking part in the study.

APPENDIX 4

INTERVIEW SCHEDULE FOR TAC TUTORS

3 What facilities do you have in teacher advisory centre?

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.....
.....

4 How many schools does your teacher advisory serve?

.....
.....
.....

5 What do the teachers come to seek in your teacher advisory centre TAC ?

.....
.....
.....

6 Which courses have you organized for primary teachers in the last two terms?

.....
.....
.....

7 How many schools do you visit in a week?

8 Who equips or funds the activities in the TAC?

.....
.....
.....

9 What are the causes of low performance in schools?

.....
.....
.....

10 According to your opinion how can performance be improved?

.....

.....

.....

APPENDIX 5

INTERVIEW SCHEDULE FOR QUASO

1. How many officers do you have in your zone?

2. What is the average work load of teaching in your zone?

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.....
.....

3. How frequent do you in-service teacher in your zone?.....

4. How many schools do you visit for inspection in a term?

5. How do you identify the teacher who is absent from school most of time?

.....
.....
.....

6. What is your assessment of KCPE performance in the division?

.....
.....
.....

7. What factors contribute to low performance in Isinya Division?

.....
.....
.....

8. In your opinion how can performance be improved in this division?

.....
.....
.....

APPENDIX 6

DISTRICT EDUCATION OFFICER

1. How many education zones are there in your division?.....

2. How many teachers do you have in your division?

a. Male ()

b. Female ()

3. How physical facilities are developed in your division?

.....
.....
.....

4. What is your assessment to the performance of pupils in KCPE Isinya division?

.....
.....
.....

5. Which factors do you feel have contributed to this performance ?

.....
.....
.....

6. In what occasion do teachers get to interact with parent in the division?

.....
.....
.....

7. In your opinion how can KCPE performance be improved?

.....
.....
.....

APPENDIX 7

OBSERVATION CHECKLIST

(This is meant to observe other factors that may be influencing low performance of pupils in school so as to come up with all the factors responsible for low performance)

1. TIME

- a. Of arrival of children to school in the morning
- b. Of arrival of teachers
- c. Lessons start and ends

2. SCHOOL CONDITIONS

- a. Number of children in classrooms
- b. Mode and language of instruction
- c. Sanitation facilities
- d. Distance between home and school

3. SOCIAL SUPPORT

- a. Are children provided with lunch in school
- b. Are there counseling services for both girls and boys
- c. Are the children subjected to hard labour while in school?
- d. Mode of transportation of children to and from school

4. HOUSEHOLD AND OTHER FACTORS

- a. Parent-child interaction
- b. Housing conditions
- c. Common practices like economic activities and socialization habits.

**APPENDIX 8
INTRODUCTION LETTER**

Mary Seneta
University of Nairobi.
College of education and external studies
School of Continuing and distance Education,
Department of Extra Mural Studies.

Head teacher

Primary school

Dear Sir/Madam

**RE: A STUDY ON INVESTIGATION OF FACTORS CONTRIBUTING TO LOW
PERFORMANCE IN ISINYA DIVISION ISINYA DISTRICT**

I am post graduate student at UON, currently carrying out a research on the above mentioned subject in Isinya division. Your school has been selected to take part in the study therefore I am requesting for your permission and support to interview you through questionnaire attached.

The questionnaire are meant for research only, the responses given will be treated with utmost confidentiality. No name of the respondent will be written on it your accordance and support will be highly appreciated.