

THE PREDICTORS OF PERFORMANCE
IN PUBLIC PRIMARY SCHOOLS IN
IMENTI SOUTH DISTRICT
IN KENYA

A Thesis Submitted to the School of
Post Graduate Studies and Research
Kampala International University
Kampala, Uganda

In partial Fulfillment of the Requirements for
the Degree Master of Education in Educational
Administration and Management

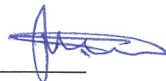
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September, 2010



DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

MUGAMBI JULIA M 

Name and Signature of Candidate

12/10/10

Date

DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

EDABU PAUL 

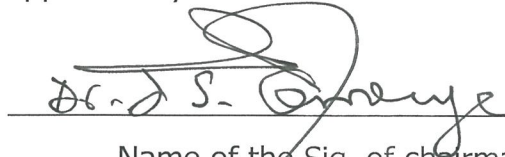
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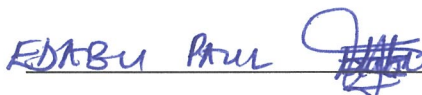
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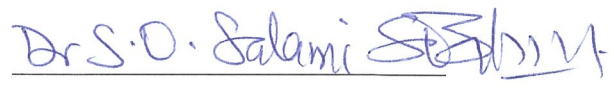
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APPROVAL SHEET

This dissertation entitled "The Predictors of Performance in Public Primary Schools in Imenti South District in Kenya". Prepared and Submitted by Mugambi Julia Mugure in partial fulfillment of the requirements Master of Education in Educational Administration and Management" has been examined and approved by the Panel on oral examination with a grade of PASSED.


Name of the Sig. of chairman


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Date of Comprehensive Examination : _____

Grade : _____

Name and Sig. of Director, SPGSR

Name and Sig. of DVC, SPGSR

DEDICATION

I dedicate this report to my husband Stephen Muriuki, and my sons Morris, Vincent and Mark Newton who encouraged and supported me during my studies.

ACKNOWLEDGEMENTS

Above all I thank God who enabled me to successfully complete this research. He was my provider, gave me both the spiritual guidance and strength to pursue this project.

I acknowledge my family members who showed love and care and always believe in me. May God reward the work of their hands and bless every bit of their journey in this world.

I am grateful to my friends Kennedy, Dillys, and other classmates for their moral support and companionship.

Its also a pleasure to acknowledge the work of Mr. Birabwa Darius, Mr. Agaba Moses and Mr. Rwakatungu Bill for the time they dedicated to make sure that I come up with this piece of work.

My sincere gratitude and appreciation goes to my supervisor Mr. Edabu Paul for the advice and guidance he provided for the accomplishment of this project.

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ABSTRACT

The study was set out to assess the predictors of performance in public primary schools with the case study being Imenti South District of Kenya. The study tested three research hypotheses that; i) home environmental factors ii) school environment factors,iii) teacher's qualification and experience factors significantly influence pupils' performance in public primary schools with the case study being Imenti South District of Kenya.

The study employed both cross sectional and correlational survey designs, with a sample of 66 pupils' selected following. Data analysis was done using SPSS's simple frequency tables, means, standard deviations and Linear Regression Analysis. The research covers a period from 2005-2009.

The teacher used a descriptive research design for the study and this was carried out by the use of questionnaires that were administered to the teachers and pupils.

Basing on the findings of objectives, the researcher concludes that home environment factors significantly influences pupils' academic performance in selected primary schools in Imenti South District Kenya, thus the more educated parents are and the more income they have the better their children are likely to perform and vice versa. Also teacher factors are significant predictors of pupils' academic performance. The more qualified teachers are and experienced, the better they are able to manage their classes, and therefore, pupils are likely to perform and vice versa.

The researcher recommends that if pupils' academic performance is to be improved, then school administrators, directors, managers, donors and government must ensure that schools are supplied with adequate teaching and learning materials.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

This study was aiming at establishing the predictors of performance in public primary schools in Imenti south district in Kenya. The study was achieved by carrying out a survey which is organized in 5(five) parts. The first part forwards the problem which has been investigated, a second part covers what is known about the problem of the study and what remains to be covered, the third one presents the strategy of how the study was undertaken in order to find the remedies of the research problem, the forth presents the timeline and the last forwards the summary, conclusion and recommendations about the study.

Background to Study

Performance is the achievement of pupils in school activities such as tests, examinations or any other academic tasks evaluated in school. Quality academic performance is attained if learners are motivated from home and the school builds upon the home support for children. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learners' behavior towards attainment of the desired goals. This implies that pupils should be motivated in various ways which include advising them about the importance of education in the home and parents talking about achievement in education, giving examples of those who have prospered in life due to good performance in school. Also provision of required learning and teaching materials raise the morale of the learners who are encouraged to work hard. Provision of school facilities and an attractive school environment improve the learners' perception and good performance. In the words of Plato, education develops in the body and in the soul of learners all the beauty and all the perfection which it is capable of. That is why it is the teacher's role or duty to prepare for the learners, a conducive learning environment which enhances

effective classroom control. If the environment is conducive, then learners are likely to perform well.

The World Education Forum; Dakar (2001) asserted that quality education has to be offered at all levels of education. It further stressed that, education must respond to different learning needs of children and promotes a balanced and holistic development of their personalities. There are a number of factors that compromise the standards of performance where the actual learning takes place. Lack of infrastructure in terms of buildings, roads and water may hinder pupils' performance. Other factors such as non-availability and under utilization of teaching and learning materials, teachers' lack of experience, inadequate qualifications and motivation, ineffective school supervision, large class sizes, non-supportive home environment may hinder the success of pupils. Bank (1990) intimated that, the school cannot and does not take over completely from the family. If the environment of the pupil is conducive to learning, the pupil will gain from classroom teaching, the reverse is also true. Parents' attitude towards education is yet another aspect to be taken seriously. Poor attitude towards education by the parents in rural areas is a stumbling block to performance in public primary schools. Variations among families in terms of socio-economic status have a major effect on the attitude and behavior of pupils. Unemployment has been rampant in Kenya and many educated parents without jobs cannot inspire their children to good performance. They even shun their responsibilities of providing the necessary scholastic materials to the children to the extent that many children go to school without the necessary materials for effective work.

Statement of the Problem

Schools in Imenti south District of Kenya have been registering low academic performance. Part of this poor performance is attributed to the school and home environmental factors. Travers. J (2000) from his research forwards that pupils in schools in Africa have continued to perform poorly as a result of these economic factors. In the findings of the survey which Maicibi, N. (2005)

conducted, he found out that about half of the schools in Africa their performance was decreasing in the year 2000. Out of 273 primary schools which were considered for the study in the African continent, it was found out that 85% of them, their performance was decreasing, 5% of these schools their performance was stunted. And it was only 10% of these schools that research proved that their performance was improving. The research further forwards that this affects the grades obtained by the pupils and consequently the level of education in the country. Therefore this study aimed at identifying predictors of poor performance in public primary schools in Imenti south district in Kenya and the measures that can be put in place to reduce them and hence improve the academic performance of pupils in these public schools under study in Imenti south district of Kenya.

Objectives of the Study

1. To establish the extent to which home environmental factors influence academic performance of pupils in Imenti South District.
2. To establish the extent to which school environmental factors influence academic performance of pupils in Imenti South District.
3. To examine how teacher's qualifications and experience affect the academic performance of the pupils.

Research Questions

1. What is the relationship between the Home environmental factors and academic performance of pupils in Imenti South District?
2. What is the relationship between the school environmental factors and academic performance of pupils in Imenti South District?
3. What is the relationship between teacher's qualifications and experience and pupils' performance?

Research Hypothesis

1. Home environmental factors significantly influence students' academic performance in Imenti South District
2. School environmental factors significantly influence students' academic performance in Imenti South District.
3. Teacher's qualifications and experience significantly influence students' academic performance in Imenti South District.

Scope of the study

This study has covered five years that is 2005-2009 of the actual performance was conducted between February and June 2010 through cross-sectional sample survey. The study was conducted in five public schools of Imenti south district of Kenya. Data was collected by the researcher using questionnaires. The study focused on the predictors of performance in public primary schools. The study specifically sought to examine how Home, school environmental factors and Teacher's qualifications and experience affect academic performance of those students selected. Predicators of home environmental factors such as class and school size, infrastructure, teaching and learning material were examined in the right of their relationship with academic performance. Also school environmental factors such as parents' income, parent's level of education and language were examined in the right of their relationship with academic performance. Teacher's qualifications and experience how it affect academic performance.

Significance of the Study

The study will be of great help to many stakeholders in education. Government, for instance, would need to focus on its role in providing the facilities required for effective operations in schools. Head teachers, Board of Governors/School Management Committees would need to discover how much

they have done and what more they can do to improve the academic performance in schools.

The research will be helpful to parents because they will discover where they have not given adequate support to their sons and daughters.

Researchers may also find this study useful as a take off point for further studies.

Lastly, this study is also going to help the entire population at large to be aware of what is affecting the performance of public schools' performance and the efforts they need to put in to make sure that these public schools' performances improve to the expected standards.

Operational Definitions of Key Terms

Public Schools. Refers to schools registered and funded by the Ministry of education Science and Technology (MOEST).

Pupils. This refers to the children or learners at the level of primary. The primary section consists of standard one to standard eight. This means that pupils spend eight years in primary.

Performance: This is the achievement of pupils in school activities such as tests examinations or any other academic tasks evaluated in schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Literature is reviewed in this chapter around the stated variables below. The independent variables include the home environment, school environment and teacher's qualification and experience. The dependent variable is pupils' performance.

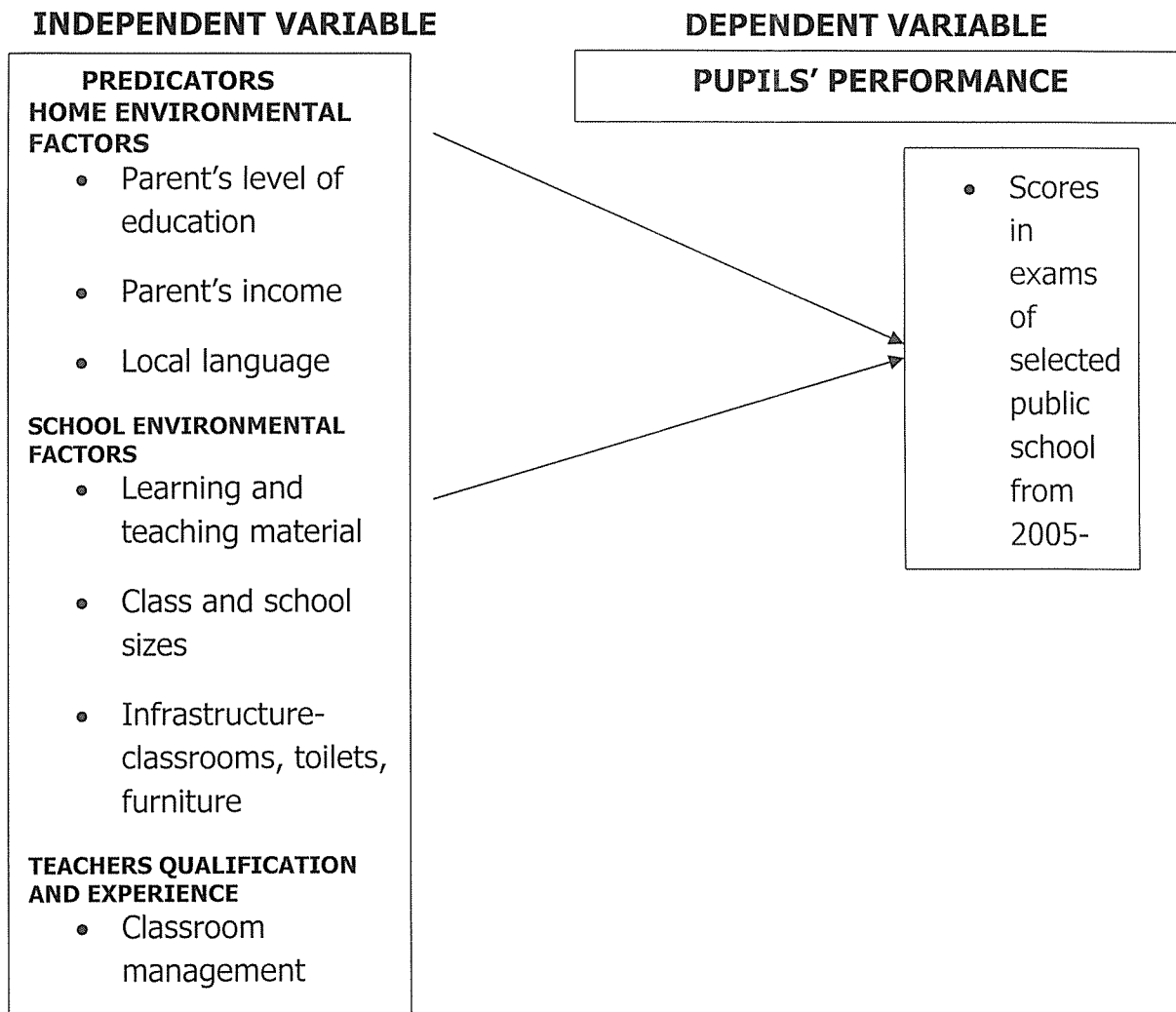


Fig. 2.1: conceptual model

The conceptual model in fig. 2.1 shows that Predicators of home environmental factors such as class and school size, infrastructure, teaching and learning material have a significant influence on academic performance. Also school environmental factors such as parents' income, parent's level of education

and language have a significant influence on academic performance. Teacher's qualifications and experience has a significant influence on academic performance. These characteristics develop deferring behaviors during interaction with pupils. Most children grow up to act as the family expects them to. Class and school size characteristics determines how well facilitated a child will be and the degree of attention accorded, which will in turn have an impact on performance.

Home Environment

Home environment is very paramount in determining the success of the child's education. Banks (1990) pointed out that the school cannot and does not take over completely from the family. Schiefelbaum and Simmons (cited by Adell, 2002) consider family background the most important and the factors determining the academic performance attained by the student. Parents are the first educators of their children and are responsible for providing them with physical, emotional and mental framework of learning.

Koontz and Weihrich, (1980) intimated that individual's desires are conditioned by physiological needs arising from a person's background. Maynard (1976) while considering the home environment in rural areas in Africa noted that where most people are poor, they may lack a radio, newspaper, magazines, television and books. Children from such homes since they are not exposed to current events may not compare with their counterparts in towns who are all the time exposed to such facilities.

Ezewu (1990) noted that the family sets the style and influences the life chances for the children in the sense that a family may be supportive, neutral or antagonistic to school education. Such support determines the motivation with which its children pursue such education. He added that children from low socio economic status are often delayed in going to school and often without breakfast. During lunch time, they have nothing to eat and remain hungry until

they go home in the evening. This no doubt has adverse effect on the performance of such children in school.

Parental education attainment strongly affects the children's education aspiration and achievement. Bourque and Cosand,(1989) Garbarino and Benn (1992) Goyette and Xie (1999). Castejon and Perez (1998) found out that the children's perception of family support directly affects performance, while the mother's level of studies does so indirectly. Most uneducated parents do not provide breakfast for the pupils as in the highly educated. Breakfast plays a very important part in the teaching and learning process in the morning. It makes the pupils alert in class and helps them concentrate on the lessons being taught. He also added that the distance that pupils cover to and from school had a positive impact on their performance in class.

Combs (1974) asserts that the social and educational background of parent levels and inadequate resources hinder their cognitive development.

Marchesi and Martin (2002) tell us that parental expectations have a notable influence on academic results, even when controlling for initial knowledge and social-economic context. Castejon and Perez (1998) find indirect relationships with performance from the pupils' perception of how much importance his or her parents assign to study at home.

Ogwal (2005) stated that high socio-economic status parents are able to provide their children with good books and other scholastic materials and conducive environment at home which encourage their children to learn.

Goodlad (1991) intimated that, home environment is an important factor in students' performance. Students may lack paraffin for lighting or a study room. Day scholars are hard hit as most of their time is spent traveling to and from school with all manner of peoples and picking all types of influences. Most of them hide their behavior problems while in school which quickly sprout as soon as they are on their way home. Parents expect teachers to assist them and the same applies to the teachers. All manner of behavior can be indulged in by students on their way home thus making parents and teachers a laughing stock.

Students thus feel alienated from their school and home and negative effects may follow.

In most low class homes the concept of using language for discussing issues and problems is largely lacking. According to Deutch (1963) the cumulative effects of the early deficit in language development with a continued limited environmental stimulation frequently results in increase in language difference between disadvantaged and other school children.

Lamino (1996) asserts that people assess how well or bad they are performing economically not by comparing with the whole population but particular reference groups with whom they share same status attributes. Further empirical studies have shown that children who come from a well organized family and of a better social economic status are likely to perform better than their counter parts who come from families that are of a lower socio-economic status. Availability of good facilities at home such as decent meals, the times the person eats at home, accessibility of basic services and basic goods such as medical care, good shelter, distance covered to and from school affects the confidence and performance of pupils in the long run. These factors stated above according to Mubarak (2002) play a better role in influencing the pupils' performance at school and life after school. Therefore pupils who lack such are likely to put up poor performances at school. The extent to which the family supports the school objectives directly affects its children's academic performance. (Joan littlefield Cook 1996, Karl C. Garrison, Robert A. Magoon, 1972.

The School Environment

The school environment may be related to the contextual factors of the school such as age of the school, size, infrastructure, learning and teaching materials and supervision affects academic performance and are not under the control of the school administration. They have the authority to explain and implement appropriate policies which can reduce the negative effects of the school contextual factors. Centerwall BS (1995).

Students perceive the positive conditions of interpersonal relationships with teachers, supportive atmosphere at school and the opportunities provided by the school such as libraries, laboratories, science rooms, teacher quality and quantity are usually positively related to school performance. Teacher's negative impression of school administration and low morale affect students' performance. A great deal of energy is expended resolving conflicts and bitter skirmishes in educational institutions.

Tienda (1991) stated that a caring and supportive climate is conducive to the learning process. It is also an important factor contributing to teachers helping pupils who are weak in learning to do well in class. Chaube S.P (1998) remarked in his studies of Indian primary schools that infrastructure such as school buildings, compounds, seats, electricity, toilets, play important role in education of child. Inadequate and unsuitable reading materials, unattractive school buildings, poor seating facilities can either attract or force children to drop out of school. Travers (2000) stated that a competitive study environment can enhance better social relationship among the students and increase their engagement in study.

Gregory and Smith (1987) argued that students in small schools are increasingly more positive towards school than the overly large schools where contributions of individual student are not recognized. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 learners have negative effects on students' achievements. Asiedu– Akrofi (1978) indicated that since children have differences in motivation, interests and abilities, health, personal and social adjustments, good teaching is best done in classes with smaller numbers that allow for individual attention.

Accessibility of learning materials; providing text books to pupils who lack them seem to be an obvious way to improve educational learning. Text book provision is almost universally accepted as an effective education policy even by

those doubts the effectiveness of increased school spending. Glewwe Paul Et al (2008)

UNESCO (2000) noted that the availability of a range of teaching and related equipment supplies such as furniture and various forms of printed media for teachers and learners is critical in facilitating the process of teaching and learning worldwide. The report goes on to note that access to a range of resources and services enable teachers to enrich the teaching environment. Wamai (1991) states that text books and allied materials are the most important consistent factor as regards to academic achievement especially in schools with less qualified teachers. This view is supported by MOEST (2003) which points out that text books whether designed for use in activities led by teachers or independently by pupils offer the most explicit instructional design formats.

However, some text books as Wamai argues are not detailed enough since they are written by authors whose motives is to make profits. Such books have inadequate content which implies that schools ought to have well stocked libraries if pupils are to reap full benefits of education.

According to Neagley and Evans (1970) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Musaazi (1994) suggested that the school inspectors are advisors and guides to teachers. They should by every means advice teachers so that the quality of education in schools can improve. It should be noted that inspection is often perceived negatively by teachers where as supervision is seen as teacher friendly. Kottler and Zehnn (2003) observed that professional effectiveness comes from being guided and led by skilled supervisors who appreciate, recognize and upstage teachers' strengths and limitations.

Etsey, Amedahe and Edjah (2005) in a study of 60 rural and semi-urban schools in Ghana found that, academic performance was better in private schools than public schools because of effective supervision of work and relative independence to run school programs. The private schools performed better than the public schools perhaps because of little or no political interference.

They also added that, it is not through exhibiting autonomy that the worker is given control of what, how and when the work is done but emphasizing competence and efficacy. Etsey, Amedahe and Adjah (2005) in a study of 29 suburban schools and 31 rural schools in Ghana found that students performed better in private schools than in public schools probably because of more effective supervision in those private schools.

Kochhar (1996) affirms that interactive system of supervision is perceived as the corner stone of sound education.

Teacher's Qualifications and Experience

Farrant (1980) stated that professional skills of the teacher establish productive classroom atmosphere from the start by means of good organization and carefully planned teaching. Professional competence often transforms into high quality teaching which would influence the learning of pupils. According to Agyeman (1993), a teacher who does not have both academic and professional qualification would undoubtedly have a negative influence on teaching and learning of his/her subject which subsequently affects the performance of students. Young (1989) examined the job satisfaction of Californian public school teachers in USA and found that one of the overall job satisfactions was the salary one earned.

Students' Performance

Jans Henrik Haahr (2003) opined that, student attitude to their schools determine their performance. If attitudes are positive then their performance will be better. Students' attendance rates affect their overall performance however much the class teacher may be dedicated. Absentee students perform poorly because they miss class work and tests.

Musaazi (2006) intimated that, both personal and academic self regard; social bonding with teachers and school, self-esteem, academic self concept,

locus of control all are factors that affect students' performance. It is not only the amount of syllabus coverage, the practical carried out but the self-drive and love of school by individual students that determines the desirable outcomes.

Broom (1973) intimated that, availability of learning materials affect the effectiveness of teachers' lessons. The creative use of variety of media increases the probability that a student will learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

Ausubel (1973) found that, students are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomena that they are to understand. Homework has considerable influence on students' performance when it is relevant to the learning objectives. If it is assigned regularly in reasonable amounts and is well explained, corrected and reviewed during class time it can be very effective.

Etsey Amedahe and Edjah (2005) suggested that teacher absenteeism, irregular staff meetings, late payment of school fees, lack of in-service training for teachers, lack of school infrastructure and materials are probable reasons for poor students' performance. Furthermore, inadequate coverage of the syllabus is also one of the reasons for poor performance of students.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the methods and approaches that were used in the study. It describes the research design, the research instruments used to collect data, the research procedure, and data analysis techniques. It also mentions limitations of the study.

Research Design

This research study used both cross sectional and correlational survey designs. The use of cross-sectional design is justified because data was collected once across the selected sample. Correlational design was used because the study was interested in relating family size and parental education factors with students' performance. It was a survey because it involved quite a big sample.

Target Population

From the 32 public primary schools in Imenti South District 6 schools were targeted for the study. The total number of teachers in the selected schools was 102. This population was big enough to provide the required sample

Sample Size

The study involved 66 pupils' sampled from 6 schools. Therefore, in total a sample of 66 respondents were targeted.

Sample and Sampling Procedure

The researcher selected one class from each school and that was form four. The total population of each form four classes is ranging between 135 to 150, with each streamed into three. Mugenda & Mugenda (1999) suggested that 10% of the accessible population is adequate to serve as a study sample. In this study, out of 32 schools, six were selected using stratified random sampling. The

rationale for this sample size is that it gave an acceptable representation of students' population in the 32 schools.

Instrumentation

There was one set of self administered questionnaire (SAQs) directed to teachers in Menti south District. Questionnaires were equally distributed to all the schools. The questionnaire consisted of the main title, an introductory letter, then questions on dependent variable (pupils performance) operationalised into questions on student participation in class, corrections from tests, attendance/regularity, revision, scores in exams and tests and improvement in performance. There are also questions on the independent variables, namely class and school size, infrastructure, teaching and learning materials (operationalised into questions on number of people in the class and school size, infrastructure, teaching and learning material) as indicated in the conceptual model (Fig. 2.1). Most questions in the questionnaire are closed-ended, based on the five point Likert Scale.

Validity and Reliability

Content validity of the SAQ was ensured through use of valid concepts and/or words which measure the study variables as cited in literature and as indicated in Fig. 2.1. Fellow masters students in the department of education management; School of Post Graduate Studies and Research (SPGS) were also used to evaluate the relevance, wording and clarity of questions or items in the instrument. Supervisors and other staff from faculty of education and other related faculties were also used in this endeavor. A content validity index of 0.7 was used to determine content validity, as per Amin (2005). Construct validity was ensured using factor analysis. Cronbach alpha was used to ensure reliability of the instrument, using SPSS. A Cronbach Alpha stated by Amin (2005) of at least 0.7 was used to determine reliability of the instrument.

Data Analysis

Data on completed SAQs was edited, categorized or coded and entered into the computer SPSS to summarize them, using simple and complex frequency tables or cross-tabulations. The same package was used to analyze data further, by computing relative frequencies, means, standard deviations and other relevant statistics at the invariant level. At multivariate level, pupils' performance correlated with all school environment factors, home environment factors and teachers' qualities and experience factors using Linear Regression Analysis.

Ethical Consideration

Ethics relating to correspondents was enhanced by keeping information given confidential. Self esteem and dignity were maintained to eliminate fear and anxiety among respondents. Subjects were told the truth about the research in order to give reliable information. Letters seeking approval to carry out research were obtained from relevant institutions and consent of respondents was acknowledged.

Limitations of the study

Due to limitations of time, the study restricted itself to only three factors; home environment, school environment and teacher qualities and experience family size and parental education. These left out many probably equally important and crucial variables. Similarly, due to limitations of finances and time, it was also not possible to cover all the schools in the district. Some respondents failed to return the questionnaires distributed to them. This reduced the number of questionnaires available for analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the description of respondents and descriptive statistics of variables. The hypotheses of the study are also tested here and the research questions are answered.

4.1 Description of respondents

The study major respondents were the teachers in selected primary schools in Imenti South District Kenya. Their description according to gender is shown by the fig. 4.1;

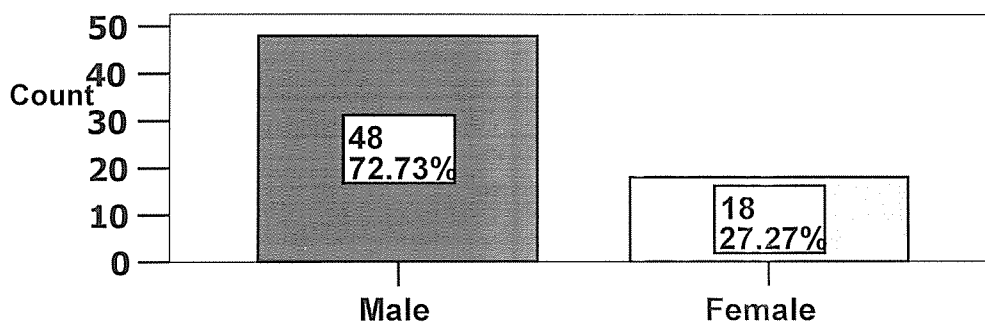


Fig. 4.1: Respondent Category by Gender

Fig. 4.1 shows that respondents in the sampled schools were dominated by male teachers (over 73%), while female teachers lagged behind (27%).

Description of respondents by Age

Teachers were also categorized according to age bracket and this description is shown in figure 4.2;

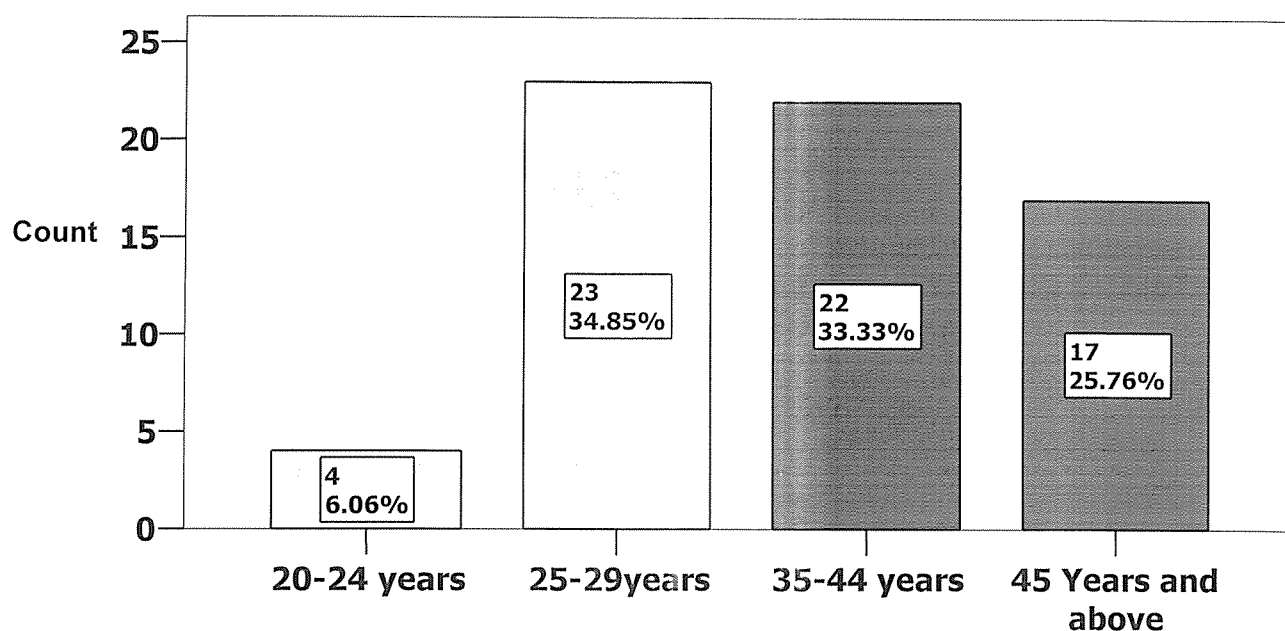


Fig. 4.2: Respondent Category by Age

Fig. 4.2 indicates that most teachers were between the age bracket of 25 – 29 years (over 35%) and 35 – 44 years (33%), while those below 25 years were very few (only 6%).

Description of respondents by Education Level

Teachers were also categorized according to their education level and this description is shown in figure 4.3;

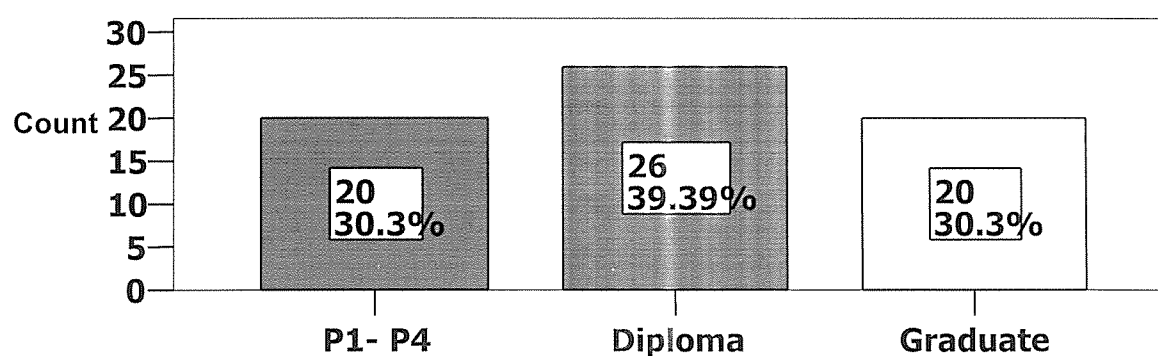


Fig. 4.3: Respondent Category by Education Qualification

Fig. 4.3 indicates that majority of the teachers in the sample were diploma holders (39%), while the p1 – p4 and graduates tied at 30%.

Description of respondents by Teaching Experience

Teachers were also described according to their teaching experience, by asking for the number of years each one had been teaching. This description is indicated in figure 4.4;

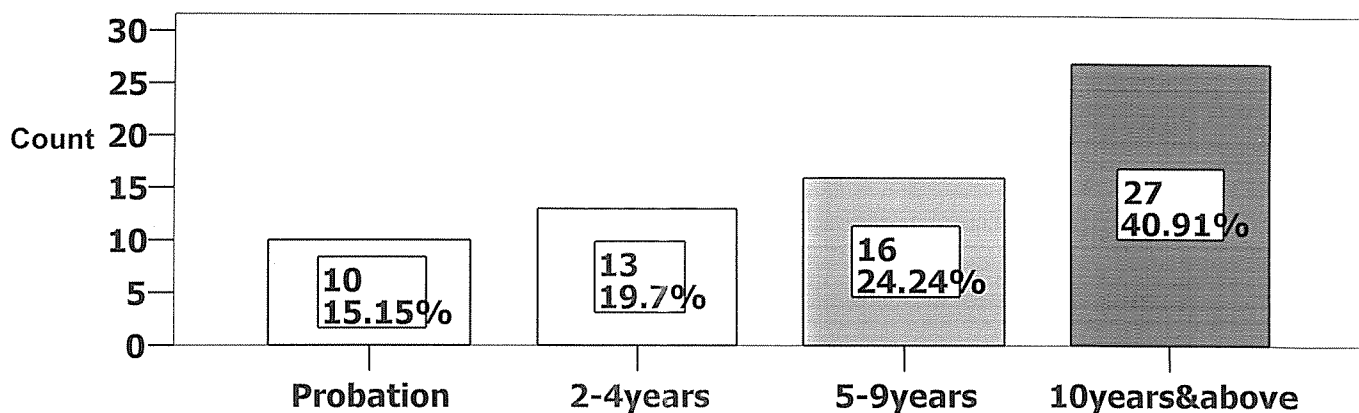


Fig. 4.4: Respondent Category by Experience

Fig. 4.4 indicated that most teachers in the sample had taught for over 10 years or more (over 41%). These were followed by those with a teaching experience of 5-9years (24%), while those on probation lagged behind with only 15%.

Measuring the dependent variable

The dependent variable (DV) in this study was pupils' academic performance in selected primary schools in Imenti South District Kenya. Academic performance was using pupils' scores in KCPE. The descriptive statistics of these results are shown in table 4.1.

Table 4.1: Descriptive statistics showing pupils' academic performance

	Teachers	Scores 05	Scores 06	Scores 07	Scores 08	Scores 09
Mean	17.00	228.91	223.68	221.42	238.88	228.21
Std. Dev.	5.177	34.929	35.735	39.216	43.310	37.658
Min.	10	204	195	185	197	185
Max.	25	290	292	279	309	286

Table 4.1 shows the mean scores for the years 2005 to 2009 and their corresponding standard deviations, minimum and maximum scores. The means were relatively stable ranging between 221 to 238. For all years, the lowest mark was 185, while the highest score was 309.

Measuring the independent variables

The independent variables (IV) in this study were the predictors of academic performance in schools, broken into school environment factors home environment factors and teacher factors. Each of these variables was measured qualitatively using several items or questions in the questionnaire, with each question Likert scaled between one to five, where one stood for strongly disagree, two for disagree, three for not sure, four for agree, and five for strongly agree. Teachers' responses on all these aspect were summarized using SPSS's summary statistics showing means, as indicated in table 4.2.

Table 4.2: Descriptive statistics showing means for teachers' ratings on predictors of academic performance

School Environment Factors	Mean	Interpretation
Class and school size	2.18	Disagree
The school has enough classrooms	2.09	Disagree
The school has enough teaching and learning material	2.03	Disagree
The school do have a well stocked library	2.45	Disagree
Infrastructure	1.95	Disagree
The school has enough toilets for the pupils	1.23	Disagree
School buildings are well maintained	2.12	Disagree
The school administration support and encourage healthy competition in various aspects of school life.	2.69	Not sure
The school has adequate furniture for all the pupils	1.74	Disagree
Teaching and learning material	2.75	Not sure
Our teacher guides pupils to make models	2.80	Not sure
We do have enough English textbooks	3.11	Not sure
We have enough learning materials	2.29	Disagree
Teachers use varied teaching methods to explain content taught	2.76	Not sure
Teachers encourage interactions and co-operation among pupils	3.20	Not sure
Teachers include a variety of pupils' activities in the lesson	2.33	Disagree
Teachers use simple, clear and understandable	2.76	Not sure
Home environmental factors		
Parent's Income	3.39	Not sure
Most parents are not employed	2.97	Not sure
Parent provide their children with money to buy lunch at school	3.02	Not sure
Most Parents have inadequate resources	3.39	Not sure
Most Parents have conducive environment at home	3.76	Agree
Most Parents have inadequate resources to provide paraffin for lighting	3.20	Not sure
Most Parents belong to the low income status	3.24	Not sure
Most pupils move on foot long distances to school	3.70	Agree
Parents level of education	2.96	Not sure
The parents level of education is between standard one to eight	3.76	Agree
The parents level of education is between form one to form four	4.03	Agree
The parents have reached A-level education	3.80	Agree
The parents have reached a certificate level education	3.47	Not sure

The parents have reached a diploma level education	2.20	Disagree
The parents have reached a degree level education	2.24	Disagree
The parents have reached a masters level education	2.03	Disagree
language	2.51	Not sure
You have no problems in speaking English	2.17	Disagree
You have no problems in writing English	2.42	Disagree
You have no problems in listening to English in class	2.92	Not sure
pupil - teacher ratio	2.69	Not sure
The teacher-pupil ration in your school is very high	3.85	Agree
The teacher-pupil ration in your school is just fair	2.73	Not sure
The teacher-pupil ration in your school is low	1.50	Disagree
Teacher's Qualities and experience	3.59	Agree
Most teachers in your school have taught for many years	3.24	Not sure
Most teachers in your school have enough qualifications	3.64	Agree
Teacher characteristics influencing student achievement	3.91	Agree
Teachers submit test and assignment results on time	3.15	Not sure
Teachers show concern for pupils	3.58	Agree
Teacher is available for academic consultation.	3.88	Agree
Teachers report to class on time regularly	3.76	Agree
Classroom Management	3.23	Not sure
Teachers implement discipline among pupils in class	3.59	Agree
Teachers do not over-react to pupils' misbehavior but use fair punishment	3.12	Not sure
Teachers motivate pupils to learn	2.97	Not sure
Teachers monitor the pupils' progress through tests and assignments	3.21	Not sure
Teachers create excellent teacher-pupil relations.	3.24	Not sure

The means in table 4.2 suggest that most respondents disagree with most of the items on; i) school and class size (mean index \approx 2); and ii) infrastructure (mean index \approx 2), implying that the school and class size and infrastructures were rated not favourable factors for performance. On the other hand, teaching and learning materials, parents' income, level of education, language, teacher qualification and classroom management (all mean indices \approx 3), were all rated fairly favourable factors affecting academic performance in the study context.

The Relationship between School Environment Factors and Pupils' Academic performance in KCPE

The first objective in this study was to establish whether there is a significant relationship between school environment factors and pupils' academic performance in Imenti South District Kenya. School environment factors were defined into school and class size, school infrastructure, teaching-learning materials and teacher-pupil ratio. The researcher used the SPSS's Linear regression analysis to establish whether a relationship exist between academic performance and the mentioned school environment factors, results of which are shown in table 4.3, a and b respectively.

Table 4.3: Regression analysis results of teachers' rating on school environment factors and academic performance

a) ANOVA Table

	Sum of squares	Degrees of freedom	Mean square	F statistic	Sig. level	Adjusted R square
Regression	10.968	3	3.656	14.084	0.000	0.452
Residual	7.120	66	0.108			
Total	18.088	69				

* Predictors: (Constant) MATERIALS, INFRASTRUCTURE, TEACHER-PUPIL RATIO, CLASS SIZE

*Dependent Variable: PERFORM

b) Coefficients

	Unstandard coefficients		Standard coefficients	t	Sig.level
	B	Std. Error	Beta		
(Constant)	1.277	0.434		3.944	0.031
CLASS SIZE	0.000	0.046	0.501	2.698	0.009
INFRASTRUCTURE	3.892	1.931	0.245	2.016	0.048
MATERIALS	0.035	0.083	0.801	5.674	0.000

Table 4.3 shows that the school environment factors considered in the model were altogether significant predictors of pupils' academic performance in ($F = 14.084$, $\text{sig.} = 0.000$), accounting for over 45% of the variations in pupils' academic performance (adjusted R square = 0.452). Table 4.3 further suggests,

though all factors were significant, the most important school environment factor affecting pupils' academic performance was teaching-learning materials ($\beta = 0.801$, sig. = 0.000) at the five percent level of significance. Therefore, basing on these results, the researcher concludes that school environment factors significantly influences pupils' academic performance in selected primary schools Imenti South District Kenya.

The Relationship between Home Environment Factors and Pupils' Academic performance in KCPE

The second objective in this study was to establish whether there is a significant relationship between home environment factors and pupils' academic performance in Imenti South District Kenya. Home environment factors were broken into parents' income, educational level and language ability of the learners. The researcher used the SPSS's Linear regression analysis to establish whether a relationship exist between academic performance and the home environment factors, results of which are shown in table 4.4, a and b respectively.

Table 4.4: Regression analysis results of teachers' rating on home environment factors and academic performance

a) ANOVA Table

	Sum of squares	Degrees of freedom	Mean square	F statistic	Sig. level	Adjusted R square
Regression	20.834	3	6.945	10.004	0.043	0.343
Residual	10.032	66	0.152			
Total	30.86	69				

* Predictors: (Constant) * Predictors: (Constant), INCOME, EDUCATION, LANGUAGE

*Dependent Variable: PERFORM

b) Coefficients

	Unstandard coefficients		Standard coefficients	t	Sig.level
	B	Std. Error	Beta		
(Constant)	224.214	12.830		17.476	.000
INCOME	0.599	1.526	0.300	0.337	0.013
EDUCATION	0.345	1.796	0.210	0.291	0.028
LANGUAGE	0.379	2.176	0.022	0.174	0.062

Table 4.4 suggests that the factors considered in the model were altogether significant predictors of pupils' academic performance ($F = 10.004$, $\text{sig.} = 0.043$), accounting for over 34% of the variations in pupils' academic performance (adjusted R square = 0.343). Table 4.4 further suggests that among the factors included in the model, one factor proved not significant predictor of pupils' performance, and this was pupils' language ability ($\beta = 0.022$, $\text{sig.} = 0.062$) at the five percent level of significance. Basing on these results, the researcher concludes that home environment factors significantly influences pupils'

academic performance in selected primary schools in Imenti South District Kenya.

The Relationship between Teacher Factors and Pupils' Academic performance in KCPE

The third objective in this study was to establish whether there is a significant relationship between teacher factors and pupils' academic performance in Imenti South District Kenya. Teacher factors were broken into teacher qualification and classroom management. The researcher used the SPSS's Linear regression analysis to establish whether a relationship exist between academic performance and the mentioned teacher factors, results of which are shown in table 4.5, a and b respectively.

Table 4.5: Regression analysis results of teachers' rating on teacher factors and academic performance

a) ANOVA Table

	Sum of squares	Degrees of freedom	Mean square	F statistic	Sig. level	Adjusted R square
Regression	10.968	2	1.219	9.640	0.026	0.250
Residual	7.120	67	0.106			
Total	18.088	69				

* Predictors: (Constant), QUALIFICATION AND EXPERIENCE, CLASS MANAGEMENT

*Dependent Variable: PERFORM

b) Coefficients

	Unstandard coefficients		Standard coefficients	t	Sig.level
	B	Std. Error	Beta		
(Constant)	233.9	13.203		17.718	0.000
QUALIFICATION AND EXPERIENCE	0.335	0.305	0.25	6.642	0.002
CLASS MANAGEMENT	0.228	0.226	0.22	1.245	0.048

Results in Table 4.5 indicate that all the teacher factors considered in the model were altogether significant predictors of pupils' academic performance ($F = 9.640$, sig. = 0.026), accounting for over 25% of the variations in pupils' academic performance (adjusted R square = 0.250). Table 4.5 further suggests that teacher qualification and experience is more important in predicting pupils' academic performance than classroom management ($\beta = 0.22$, sig. = 0.048). However, there are other factors left out of the model which significantly account for the biggest portion in variations in pupils' academic performance (indicated by a very high constant variable, sig. = 0.000). Basing on these results, the researcher concludes that teacher factors can significantly predict pupils' academic performance in selected primary schools in Imenti South District Kenya, as per this sample.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter presents the findings, conclusions and recommendations following the study objectives and pertinent research questions. The areas for further research are also suggested here.

FINDINGS

This study set out to establish the predictors of pupils' academic performance in Imenti South District Kenya. It was guided by three specific objectives, that included establishing the relationship the extent to which i) school environment ii) home environment and iii) teacher factors predict pupils' performance in Imenti South District Kenya.

Data analysis using SPSS's descriptive statistics like means, standard deviations and Regression analysis revealed that the average pupils' academic performance in KCPE was 228.91 in 2005, 223.68 in 2006, 221.42 in 2007, 238.88 in 2008 and 228.21 in 2009. Respondents showed that school/class size and infrastructures were not favoring pupils' academic performance (mean index \approx 2) while teaching/learning materials, parents' income, education level, language, teacher qualification and classroom management were all fairly favoring pupils' academic performance (all mean indices \approx 3).

Results using Linear Regression analysis showed that; i) all school environment factors significant predictors of pupils' academic performance ($F = 14.084$, sig. = 0.000), accounting for over 45% of variations in pupils' academic performance (adjusted R square = 0.452); ii) all the home environment factors were significant predictors of pupils' academic performance ($F = 10.004$, sig. = 0.043), accounting for over 34% of the variations in pupils' academic performance (adjusted R square = 0.343); and iii) all the teacher factors were significant predictors of pupils' academic performance ($F = 9.640$, sig. = 0.026), accounting

for over 25% of the variations in pupils' academic performance (adjusted R square = 0.250).

CONCLUSIONS

In this section, the researcher gives conclusion to the study findings in relation to the study objectives and findings.

Basing on the findings of objective one, the researcher concludes that school environment factors significantly influences pupils' academic performance in selected primary schools Imenti South District Kenya. Therefore the better the school environment factors like school infrastructure, teacher-pupil ratio and teaching-learning materials, the better will the academic performance of pupils and vice versa.

Basing on the findings of objective one, the researcher concludes that home environment factors significantly influences pupils' academic performance in selected primary schools in Imenti South District Kenya, thus the more educated parents are and the more income they have the better their children are likely to perform and vice versa.

Basing on the findings of objective one, the researcher concludes that teacher factors are significant predictors of pupils' academic performance in selected primary schools in Imenti South District Kenya, as per this sample. Therefore the more qualified teachers are, the more they are experienced and the better they are able to manage their classes, the better pupils are likely to perform and vice versa.

RECOMMENDATIONS

This section deals with recommendations arising from the pertinent findings and conclusions of this study, objective by objective;

Basing on the findings of the first objective, the researcher recommends that if pupils' academic performance is to be improved, then school administrators, directors, managers, donors and government must ensure that schools are supplied with adequate teaching and learning materials.

There is need for all stakeholders to identify and bridge the gaps and loopholes that have rendered these schools ineffective, in order to improve standards of education in Imenti South District.

The head teachers need to know that the buck stops at their door step. Therefore, their responsibility is to take active role in lesson, schemes and record of work and how they are implemented to establish a successful school system with good results.

Policy makers and stakeholders may find this study useful and strategize ways of improving school environment by way of teacher training and re – training through workshops, seminars and conferences in order to boost teachers' effectiveness and pupils' academic performance.

Attention need to be paid to forms of pre-schooling that may lay good and firm foundation and strengthen the pupils' academic performance in the long run without affecting the overall personal development of pupils.

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APPENDICES

Appendix I: Transmittal Letter



KAMPALA
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Website: www.kiu.ac.ug

OFFICE OF THE COORDINATOR IN-SERVICE AND DISTANCE LEARNING -
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

26th August, 2010

Dear Sir/Madam,

**RE: REQUEST FOR MUGAMBI JULIA MUGURE, REG. NO.
MED/19706/72/DF TO CONDUCT RESEARCH IN YOUR INSTITUTION.**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education Management and Administration.

She is currently conducting a field research the title of which is "**The Predictors of Performance in Public Primary Schools in Imenti South District**". As part of her research work she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

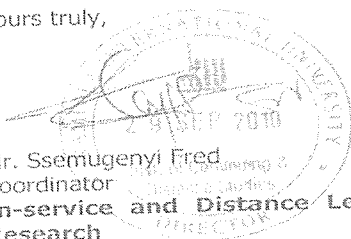
Your institution has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Mr. Ssemugenyi Fred
Coordinator
In-service and Distance Learning – School of Postgraduate Studies and Research



In-service and Distance Learning – School of Postgraduate Studies and Research

"Exploring the Heights"

APPENDIX I1

Research Instrument

Self administered questionnaire for teachers', pupils' on "The Predictors of Performance in Public Primary Schools in Imenti South District in Kenya".

School of Postgraduate,
Institute of Distance Learning,
Kampala International University,
June 2010

Dear Prof/Dr/Mr/Mrs/Ms,
I am carrying out a survey on "The Predictors of Performance in Public Primary Schools in Imenti South District in Kenya". The questionnaire below is for pupils and teaching staff like you. Pupils are expected to find out their academic performance on (i.e. Teaching Preparation, Syllabus Completion, Evaluation, Research (Supervision & Own) and Time Management) to enhance their work. It is against that background that you have been selected to participate in the research by completing this questionnaire. It could thus be very helpful if you assist me by answering the attached questionnaires as per the instructions provided at the beginning of each situation. You should provide the most appropriate answer in your opinion by ticking, circling or writing in the given space as the case may be. The success of this part of the research will entirely depend on your positive cooperation. Your responses will be kept confidential. In any case the questionnaire is anonymous. Please endeavor to fill the questionnaire within two weeks and return it to... in your school, faculty or institute. Thank you.

Yours faithfully,

Julia Mugure Mugambi (Researcher)

SECTION A: DEPENDENT VARIABLE: PUPILS' PERFORMANCE

In this selection please indicate your response by Ticking the suitable number for each item in the corresponding column below (e.g. 1 for strongly disagree, 2 for Disagree, 3 for Not sure, 4 for Agree, and 5 for strongly Agree)

SECTION B: INDEPENDENT VARIABLE1: PREDICTORS'

School environmental factors on the academic performance of pupils					
Class and school size	1	2	3	4	5
The school has enough classrooms					
The school has enough teaching and learning material					
The school do have a well stocked library					
Infrastructure					
The school has enough toilets for the pupils					
School buildings are well maintained					
The school administration support and encourage healthy competition in various aspects of school life.					
The school has adequate furniture for all the pupils					
Teaching and learning material					
Our teacher guides pupils to make models					
We do have enough English textbooks					
We have enough learning materials.					
Teachers use varied teaching methods to explain content taught					
Teachers encourage interactions and co-operation among pupils					
Teachers include a variety of pupils' activities in the lesson					
Teachers use simple, clear and understandable					

Home environmental factors					
Parent's Income	1	2	3	4	5
Most parents are not employed					
Parent provide their children with money to buy lunch at school					
Most Parents have inadequate resources					
Most Parents have conducive environment at home					
Most Parents have inadequate resources to provide paraffin for lighting					
Most Parents belong to the low income status					
Most pupils move on foot long distances to school					
Most Parents are not able to provide essential facilities like food, clothing and proper shelter to their children					
Parents level of education	1	2	3	4	5
The parents level of education is between standard one to eight					
The parents level of education is between form one to form four					
The parents have reached A-level education					
The parents have reached a certificate level education					
The parents have reached a diploma level education					
The parents have reached a degree level education					
The parents have reached a masters level education					
Local language	1	2	3	4	5
You have no problems in speaking English					
You have no problems in writing English					
You have no problems in listening to English in class					
C pupil - teacher ratio					
The teacher-pupil ration in your school is very high					
The teacher-pupil ration in your school is just fair					
The teacher-pupil ration in your school is low					

Teacher's Qualities and experience	1	2	3	4	5
Most teachers in your school have taught for many years					
Most teachers in your school have enough qualifications					
Teacher characteristics influencing student achievement					
Teachers submit test and assignment results on time					
Teachers show concern for pupils					
Teacher is available for academic consultation.					
Teachers report to class on time regularly					
Classroom Management and School size	1	2	3	4	5
Teachers implement discipline among pupils in class					
Teachers do not over-react to pupils' misbehavior but use fair punishment					
Teachers motivate pupils to learn					
Teachers monitor the pupils' progress through tests and assignments					
Teachers create excellent teacher-pupil relations.					

SECTION E: BACKGROUND VARIABLES

Now to help us classify your responses, supply us with the following facts:

1. Name of the school:.....
2. What is your gender 1.Male 2.Female
3. Age bracket 1. 20-24 years 2. 25-29years 3.35-44 years 4. 45 Year and above
4. Education qualification of teachers 1. Untrained 2. P1- P4 3. S1 4. Diploma 5. Graduate
5. Experience of teachers. 1. Probation 2.2-4years 3.5-9years 4. 10years&above

Thank you for your precious time, Now kindly pass on the questionnaire to

RESEARCHER'S CURRICULUM VITAE

PERSONAL PROFILES

Name : Mugambi Julia Mugure
Status : Married
Sex : Female
Nationality : Kenyan
Contract : +254 713111867

EDUCATION BACKGROUND

Year	Institution	Award
2008 – 2010	KIU	Masters in Education Mgt and Administration
1990 – 1994	Moi University	Bachelor of Education
1988 – 1989	Kiriani High School	Certificate (KACE)
1984 – 1987	St. Kizito Secondary	Certificate (KCE)
1975 – 1982	Kigarine Primary School	Certificate (CPE)

WORKING EXPERIENCE

Year	Institution	Position
2009 – Present	Ngongo Day Secondary School	Principal
2008 – 2009	Kathera Girls' Secondary School	Deputy Principal
2000 – 2008	Kathera Boys' Secondary School	Teacher
1995 – 1999	Ruiga Girls Secondary School	Teacher

OTHER RELEVANT DATA

2004 – 2008 Parents Teachers Association Committee

Teachers' farewell Association Secretary.

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