

**FACTORS CONTRIBUTING TO THE LOW ACADEMIC PERFORMANCE
IN PUBLIC PRIMARY SCHOOLS IN NZERUNI ZONE,
MWINGI DISTRICT,
KENYA**

**By
MWENDE PAUL NELLY
BED/10747/61/DF**

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DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

Signed

.....*Paul Nelly*.....

MWENDE PAUL NELLY

DATE.....*9TH APRIL 2009*.....

APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed


.....

MRS. TALIGOO LA FARIDAH

DATE: 15/07/2009

DEDICATION

This book is dedicated to my beloved husband Paul and my children Phyllis, Lilian, Faith and Mary for their understanding during the period of the study.

ACKNOWLEDGMENT

First of all I give thanks to the almighty God for his mercy and grace granted to me during this time of my degree course and through this research project

I would like to thank my supervisor Mrs. Taligoola Faridah for being there for me whenever i needed her and also offering her professional advice where necessary.

Special thank to my parents and family members especially my brothers Musili and Sammy for their financial support, my mum Kisasi for her encouragement and my house boy Musyimi for taking care of the house when i was away.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

May the good Lord bless you.

DEFINITION OF KEY TERMS

Academic performance: How children do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

Poor performance: when pupils perform below the wanted grade that is C-.

Discipline: training of the minds and characters to produce self control and obedience. It also includes how children behave at school or class and how they relate with others.

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.

Drug abuse: the improper use of drugs or alcohol to the degree that the consequences are detrimental to the user in society.

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ABSTRACT

The purpose of the study is to assess the poor academic performance in national examinations by pupils in Nzeruni Zone, Mwingi district. The specific objectives of the study were; to determine the relationship between Poverty and performance of pupils in national examinations, to determine the relationship between School facilities and performance Of pupils in national examinations, to determine the relationship between the quality of teachers and performance of pupils in national examinations, to determine the relationship between Indiscipline and performance Of pupils in national examinations and to determine the relationship between Home environment and performance of pupils in national examinations. The methods of data collection were questionnaires and interviews. The study revealed that school facilities are important for pupils to perform well in examinations. The study revealed that unqualified teachers do not teach well and this leads to poor performance in national examinations. The study revealed that children who are indiscipline perform poorly in national examinations. Finally the study revealed that parents who encourage their children contribute positively to children's performance. School facilities should be provided in schools so that children understand what they are taught. More teachers should be trained to cater for the growing number of pupils due to free primary education. The school environment should be made conducive for the pupils for example a clean environment should be emphasized and security provided. Parents should be sensitized on the importance of participating in their children's education and school activities

CHAPTER ONE

INTRODUCTION

1.1 Background

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments policy makers, and civil society have emphasized that developing countries that developing counties need to incest more in education and ensure that systems of education are efficiently managed ,that limited funds allocated to sector have maximum impact and that cost recovery measures are adopted (Gok, 1996;inter agency commission, 1990, UNESCO,1996; World bank,1996)

The government, parents, non-government organization, and donors recognize that although major strides have been made in education in quantitative terms, thee are serious shortcomings in Kenya's education system. Despite heavy investment in the 8-4-4 system of education enrolment at various levels of education is characterized by regional and gender disparities and declining gross enrolment ratios. Similarity, the quality and relevancy of education at all the levels have been questioned.

Equally, the education system experiences high wastage as a result of repetition and drop-out rates (Albagi, 1997a, GoK1996, MoE, 1996).The slow rate of economic growth the country has experienced is likely to limit resources available for education. Therefore, in order to develop education and training , the government and its partners have to ensure that the education system is efficiently managed at both national and school levels .

That the Government is in the process of producing a master plan in education and training to guide the development of the sector to 2010 is encouraging. In essence, there is need to analyze operation in order to monitor efficiency and effectiveness in the provision and delivery of education and training. Arising from this background, this research will focus on the factors affecting primary school pupils education in Kenya.

1.2 Statement of the problem

Education of children is very essential if the future of the country is to be guaranteed. But this in some cases is not possible because of some unforeseen reasons. It's upon this therefore that this study seeks to investigate some of the factors responsible for stopping children in primary schools from attending schools.

1.3 Objectives of the study

1.3.1 General objectives

The general objective of the study was to investigate the factors affecting primary school education in Nzeruni Zone, Mwingi District Kenya

1.3.2 Specific objectives of the study

1. Determine the influence of Poverty on the performance of pupils in national examinations.
2. Determine the effect of available School facilities and performance Of pupils in national examination

3. Assess the relationship between the quality of teachers and performance of pupils in national examination
4. establish whether Indiscipline affects the performance of pupils in national examination
5. Assess how the home environment influences the performance of pupils in national examination.

1.4 Research Questions

1. What is the relationship between Poverty and performance of pupils in national examinations?
2. What is the relationship between School facilities and performance Of pupils in national examinations?
3. What is the relationship between the quality of teachers and performance of pupils in national examinations?
4. What is the relationship between Indiscipline and performance Of pupils in national examinations?
5. What is the relationship between Home environment and performance of pupils in national examinations?

1.5 Scope of the study

The focus of this study was limited to investigating the factors contributing to low academic performance in public schools in Nzeruni Zone, Mwingi District Kenya . The investigations were based on the influence of Home environment, Indiscipline, quality of teachers, School facilities, and Poverty on the academic performance of pupils. The study

was carried out for a period of four months from December 2008 to April 2009.

1.6 Significance of the study

To the government under the ministry of education who should reformulate and restructure its role to educate by reaching out to its wider citizenry in line with their needs and aspirations . Others, other than the ones mentioned in the objectives will not be investigated

The inspectorate in the ministry of education , to re-think of restructuring and redefining its role, focus , modalities , and staffing .

To the ministry of the education policy - makers who should think of revising the increment of the pupil / teacher ratio to about 40 : 1. In this way , more pupils would be served by the current number of teachers and thereby have access to school .

To the ministry of the education to adequately remunerate and improve the teachers' terms and conditions of service which should go hand in hand with the changes .

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviewed related literature as an account of the knowledge and Ideas that have been established by accredited. It is guided by the objectives of the study and presented in Sub - themes .

Education policies and institutional process

Although official expenditure on education has been decreasing in the last five year, the public recurrent expenditure per primary school - child has been raising in recent fiscal years Kshs . 1486 in 1992 / 1993, Kshs 2430 in 1994 / 1995 and Kshs. 2772 in 1995 / 1996 . But the cost sharing policy , which the ministry of education introduced in 1998 had shifted the burden of financing education to parents . This move had made it difficult for parents and communities to support education adequately . Consequently , education was now beyond the reach of many house holds (Abagi , 1997b , World Bank / MoE studies , 1995) . This was mainly due to the poverty levels which had been rising in the country.

The increased level of poverty made parents unable to feed their children properly and provide adequate health services. In these circumstances , children whose parents could not afford costs of instructional material , school uniforms , tuition fees , and activity fees tended to go to school irregularly and in the long run , dropped out of school . Faced with limited resources , and reduced returns from education , parents were not only unable but also not motivated to educate their children . In the end these factors had negative effects on children participation .

According to the cost sharing policy , the burden of paying teachers laid entirely on the government , while erecting physical structures and purchasing instructional related materials were the responsibility of the community and the parents . Most parents were not in a position to meet this exorbitant educational cost .

It was estimated that 4.2 million primary school children were in need of text books , whose estimated cost indicated Kshs . 3960.6 million . However only 3 % of this amount was budgetary provided for . As a result , lack of textbooks hindered many children from attending school regularly . In the end , these children gave up education . Yet , despite the recognition of the acute need of the textbooks by the Ministry of education . Over 90 % , of the government recurrent expenditure pays teachers' salaries , while only 1 % and 1.5 % are allocated to textbooks and the school feeding and milk program , respectively (Abagi , 1997b), this appears to be an insufficient allocation of resources .

If parents could not provide adequate instructional materials as required by the cost sharing policy , the pertinent issues was whether the policy was still relevant. Therefore, there arose need to evaluate the policy in an attempt to ensure that there is a balance between teachers' salaries and instructional materials .

Poverty and academic performance of pupils

Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to household income than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom (World bank 2000).

Poor children make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an effect on their examination results. Pupils from privileged backgrounds

have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children (Robert H. Lauer, Jeanette C. Lauer 2002).

Walleris hold the view that “success in learning a subject by the students relates closely to the learners social background. It goes on to say that “children of the white collar jobs and middle class parents have the greater chance of success than those of the blue collar jobs who have the least income” in line with the above view Rosen (1996) in his studies found out that “students who exhibit a high level of motivation tend to come from higher socio-economic status families and they perform better” larcin (1999) held the same opinion.

Because of poverty children go to school hungry. Although reliable estimates on the number of children who come to school every day feeling hungry do not exist, short-term or temporary hunger is unquestionably a pervasive condition in developing countries. In the school setting temporary hunger commonly occurs when children come to school without having eaten breakfast. The result of this short-term fasting in a child is more easily distracted by irrelevant stimuli Pollitt *et al.*, (1983). Because hunger appears to cause inattentiveness, it is likely to influence school performance and learning.

School facilities and academic performance of pupils

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons Tamakloe, et al. (1996). The creative

use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand (Gay, L. R. 1996).

Providing textbooks to students who lack them seems to be an obvious way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending. Glewwe, et al (2008) Yet our results show that providing textbooks to rural schools in Kenya did not increase average test scores, although it did increase the scores of students with high initial achievement. The latter finding suggests that the official textbooks are ill-suited for the typical student and may reflect more fundamental problems with centralized educational systems, heterogeneous student populations, and entrenched elite power.

According to Werk (2004) the books in Kenya are supplied once a year according to the enrollment figure given, which means anybody else who joins midway, will not get any. There is also undue delay in delivering the supplies to schools and pupils may go halfway the term without any writing materials. Textbooks issued are usually shared between two or three pupils hence they use them alternatively. This creates a problem if the book gets lost or the person with it decides to move to another school, as it is common. This would leave the other members without a textbook. The parents, even the able ones, do not buy any extra books for their children, as they believe everything should be provided for

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. 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 have negative effects on students' achievement. Since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention (Kraft, R. J. 1994).

Research shows that overcrowding causes a variety of problems and the findings indicate that students in overcrowded schools and classrooms do not score as high on achievement tests as students in non-overcrowded schools and classrooms. Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.

Overcrowded schools and classes are noisier, and create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning." (Rivera-Batiz and Marti 1995).

School libraries are also a powerful force in schools. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance (Rivera-Batiz and Marti 1995).

Teacher quality and performance of pupils

A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the

teaching and learning of his/her subject. Myra Pollack Sadka et al (2000) However, a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service (UNESCO, 2004).

According to Neagley and Evans (1970) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Academic performance was better in private schools than public schools because of more effective supervision of work.

Another factor is motivation. A highly motivated person puts in the maximum effort in his or her job. Tamakloe, et al (1996) several factors produce motivation and job satisfaction. Lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically (Lockheed, M. et. al. 1991).

Indiscipline of pupils and performance

In recent years, policy makers, educators, parents and students increasingly have expressed concern about the incidence of school related criminal behavior especially in urban schools. Although concern has grown, several researchers show that violent behaviors, smoking, theft have increased especially in secondary schools. Due to poverty students and staff are desperate and therefore turn to means that could help them which include stealing, taking drugs among others.

Drugs have no rightful place anywhere in society; however, they have even less of a place in academic environments where teens are living in their most formative years. Robert et al (2002). That the teen drug/alcohol user's academic performance is severely impaired, along

with his or her level of responsibility – such as skipping class, failing to complete assignments, etc. – speaks to the notion that drug and alcohol use is rampant throughout American middle and high schools. This abuse has produced teenage student body's with many abusers whose relationships, reputations, futures, wallets, self-images and especially grades suffer as a direct result of the teen drug abuse, (Mary;2000).

According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting. School authorities should not only stress the importance of discipline they also need to put mechanisms of enforcing it.

Home environment and academic performance of pupils in national examinations

Students' capability and notification to learn are determined by the quality of home and school environment and the students' health and nutrition status and the previous learning experiences, including the degree of parental stimulation. The principle source of children's capacity and motivation to learn is the family through domestic endowment and the direct provision of nutrients health care and stimulus (A world Bank review 1999).

According to Udo Bude (1991) parental contribution to the children's' academic performance he puts emphasis on the attitudes and expectations of the parents, which in turn help the children to perform well. He said parents attitude not only have influence on their children's

3.5 Sample Size and Sampling Procedures

The research used purposive sampling for respondents. Teachers were selected for this study.

3.6 Data Analysis

Data analysis was done using Micro soft Excel computer package for the quantitative data. Data was tabulated using frequency counts and percentages.

Qualitative data was analyzed basing on themes derived from objectives of study. The information got from the qualitative data was used to supplement and complement that which was obtained from quantitative data.

3.7 Statistical Treatment of Data

Quantitative analysis: Data was edited and categorized according to the research variables. Quantitative data generated from questionnaires was computed into frequency courts and percentages.

Qualitative analysis: Data from semi structured observations and in depth interviews were not standardized hence did not require categorization. Such data was presented in a descriptive form and was used to discuss the results of quantitative data.

3.7 Data Collection Procedures

After the research proposal is approved, the researcher obtained a letter of introduction from the faculty of social sciences to facilitate in the data collection exercise. The letter was presented to the town authorities before the questionnaires are administered. Participants were assured of confidentiality. Questionnaires were administered and interviews

conducted. The data was sorted, categorized and analyzed. Conclusions and recommendations were made.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Profile of the respondents

Table 4.1: profile of the respondents

Respondents	Frequency (f)	Percentage (%)
Sex		
Male	40	57
Female	30	43
Total	70	100
Age		
10-12 yrs	6	9
13-14yrs	12	17
15-16yrs	35	50
17 and above	17	24
Total	70	100
Academic level		
standard five	5	7
standard six	13	19
standard seven	20	28
Standard eight.	32	46
Total	70	100

Source: field data

Eighty (80) questionnaires were distributed to the pupils and 70 were filled and returned this therefore represents 87.5 % of the total number of questionnaires that were distributed.

The study covered 70 randomly selected students of whom 40(57%) were male and 30(43%) were female

The age category of the respondents were divided into four groups that are 10-12 years were 6[9%], 13-14 yrs were 12(17%), 15-16 yrs were 35(50%) and 17yrs and above were 17 representing (24%) of the respondents.

The academic level of the respondents was divided into four categories that is standard five, standard six, standard seven and standard eight level. 5(7%) of the respondents were in standard five, 13(19%) were in standard six, 20[28%] were in standard seven and 32(46%) of the respondents were in standard eight.

Interviews were used to extract data from the teachers and. 15 teachers were selected and 7 of the members were female and 8 were male.

The respondents were asked how their school performs in national examination and this was their response

Table 4.2: How the school performs in national examination

Response	Frequency	Percentage
Excellent	20	28.6
Average	45	64.4
Poorly	5	7
Total	70	100

Source: primary data

Table 4.2 shows that 20(28.6%) of the respondents said that their school performs excellent in national examination while 45(64.4%) said average and 5(7%) of the respondents said they perform poorly

Table 4.3 performance of pupils in national exams in 2008

School	Rating	Mean score out of 500
Kilungu	234.5	Below average
Nzatani	195.7	Below average
Mumbuni	212.4	Below average

Key

Above average- 250 and above

Average- 250-349

Below average- below 250

According to table 4.3 all of the sampled schools were below average. This means that the performance in national examinations was poor.

4.2 Reasons for poor performance in national examinations

4.2.1 Poverty and performance of pupils in national examinations

The first objective of the study was to find out the relationship between poverty and performance of pupils in national exams. To achieve this, respondents were asked questions related to the study. Data collected was analyzed under the question: What is the relationship between poverty and performance of pupils in national exams? The results are presented in the subsections below;

Respondents were asked whether Poverty leads to poor performance in national exams and their responses are summarized in table 4.5 below;

Table 4.4: Opinion on whether Poverty leads to poor performance in national examinations

Poverty leads to poor performance in national exams	Agree	Disagree	Not sure	Total
Frequency (f)	40	20	10	70
Percentage (%)	57	29	14	100

Source: Primary Data

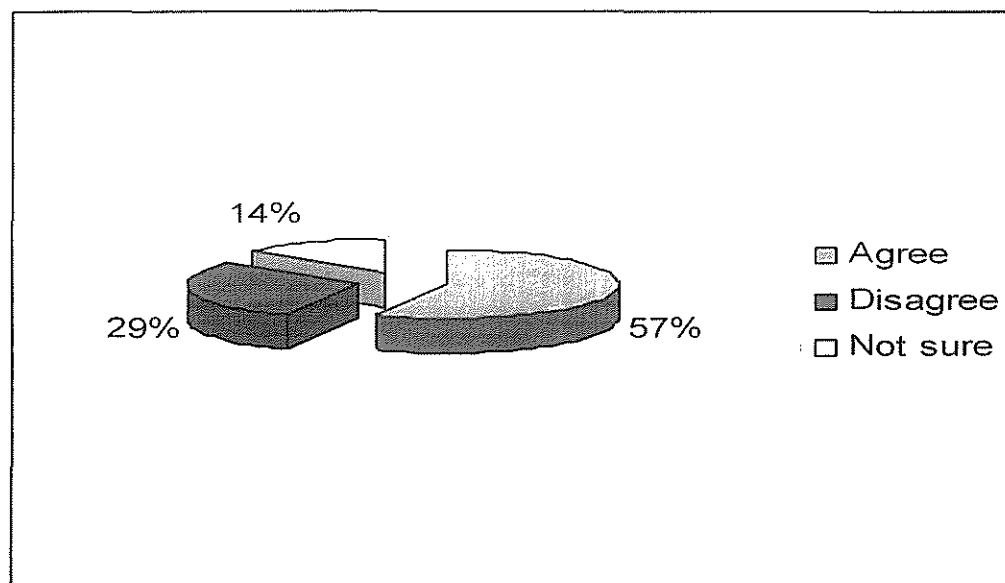
The results in table 4.4 showed that 40(57%) of the respondents agreed that Poverty leads to poor performance in national examinations, while 20(20%) disagreed and 10(14%) of the respondents were not sure.

The teachers in interviews held with them revealed that there is a relationship between poverty and academic performance of students. According to them due to poverty children are required to work at home that is unpaid domestic labor. This labor results in frequent absenteeism, chronic fatigue and hence poor performance.

According to World Bank (2000) Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to household income than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom.

The data in table 4.4 was analyzed using a figure and summarizes the analysis of the opinion on whether Poverty leads to poor performance in national examinations

Figure 4.4: Opinion on whether Poverty leads to poor performance in national examinations



The respondents were asked whether because of poverty children lack the necessary school requirement and this was their response

Table 4.5: Opinion on whether children lack the necessary school requirement

because of poverty children lack the necessary school requirement	Agree	Disagree	Not sure	Total
Frequency (f)	60	7	3	70
Percentage (%)	86	10	4	100

Source: primary data

According to table 4.5, 60(86%) of the respondents agreed that because of poverty children lack the necessary school requirement while 7(10%) disagreed and 3(4%) of the respondents were not sure whether because of poverty children lack the necessary school requirement.

According to the teachers most children lack the basic needs in life and school facilities which lead to poor performance in national examinations.

“.....children from poor families lack school facilities like books, money for break time among others and therefore perform poorly in examinations.....”(interview with a teacher)

The respondents were asked whether because of poverty children do not take breakfast before they go to school and their response was summarized in table 4.7 below

Table 4.6: Opinion on whether children do not take breakfast before they go to school

Because of poverty children do not take breakfast before they go to school	Agree	Disagree	Not sure	Total
Frequency (f)	35	15	20	70
Percentage (%)	50	21	29	100

Source: primary data

Table 4.6 indicates that 35(50%) of the respondents agreed that because of poverty children do not take breakfast before they go to school, 15(21%) disagreed while 20(29%) of the respondents were not sure.

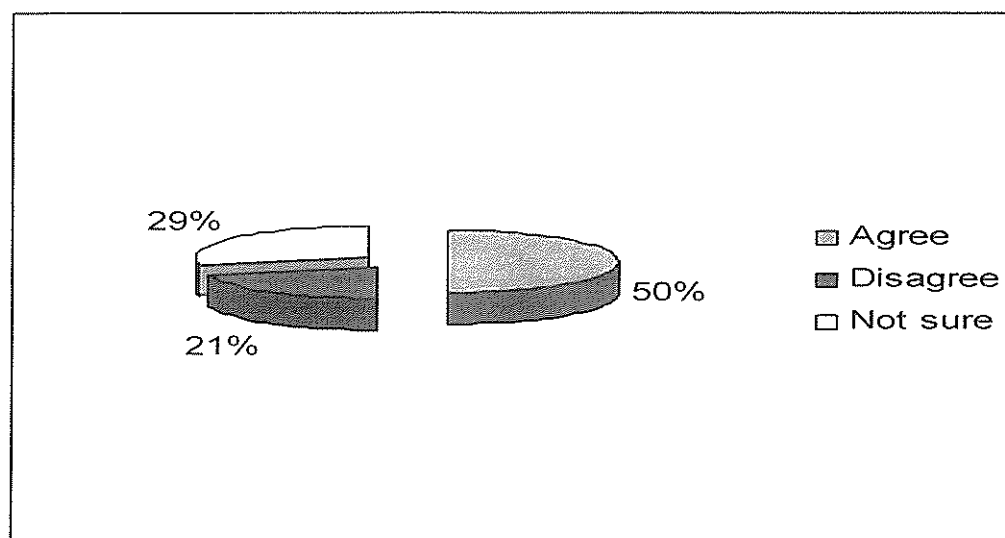
According to the teachers some children do not take breakfast and therefore feel hungry in class which leads to less concentration hence poor performance. It was established during the research that some schools provide breakfast for pupils at home that is porridge and according to the teachers feeding programs are important for children to

concentrate in class. In schools where feeding programs were introduced it was noted that the performance of pupils in national examinations had improved.

According to Pollitt *et al.*, (1983) hunger appears to cause inattentiveness; it is likely to influence school performance and learning.

The data in table 4.6 was analyzed using a figure and figure 4.7 summarizes the analysis of the opinion on whether children do not take breakfast before they go to school

Figure 4.6: Opinion on whether children do not take breakfast before they go to school



The respondents were asked whether because of poverty pupils are sent home for school fees and below was their response

Table 4.7: Opinion on whether pupils are sent home for school fees

Because of poverty pupils are sent home for school fees	Agree	Disagree	Not sure	Total
Frequency (f)	42	18	10	70
Percentage (%)	60	26	14	100

According to the table 42(60%) of the respondents agreed that because of poverty pupils are sent home for school fees while 18(26%) disagreed and 10(14%) of the respondents were not sure if because of poverty pupils are sent home for school fees

According to the teachers some of the children were always sent home due to non payment and because of that they would miss classes and hence poor performance.

“.....children whose parents cannot afford to pay for school fees in time are always sent home and therefore miss classes which means catching up is a problem and therefore end up performing poorly.....”
(Interview with a teacher)

4.2.2 School facilities and performance of pupils in national examinations

The second objective of the study was to find out the relationship between school facilities and performance of pupils in national examinations. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between school facilities and performance of pupils in national examinations? The results are presented in the subsections below

The respondents were asked whether the class size at school is small and below was their response

Table 4.8: Opinion on whether the class size is small

The class size at school is small	Agree	Disagree	Not sure	Total
Frequency (f)	28	40	2	70
Percentage (%)	40	57	3	100

Source: primary data

Table 4.8 shows that 28(40%) of the respondents agreed that the class size at school is small while 40(57%) disagreed and 2(3%) of the respondents were not sure.

The teachers revealed that a big size class was difficult to handle because children would shout and controlling them becomes impossible. Pupils therefore do not understand what they are taught which leads to poor performance in examinations.

Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.

The respondents were asked if they have enough text books at school and below was their response

Table 4.9: Opinion on enough text books

We have enough text books	Agree	Disagree	Not sure	Total
Frequency (f)	50	15	5	70
Percentage (%)	72	21	7	100

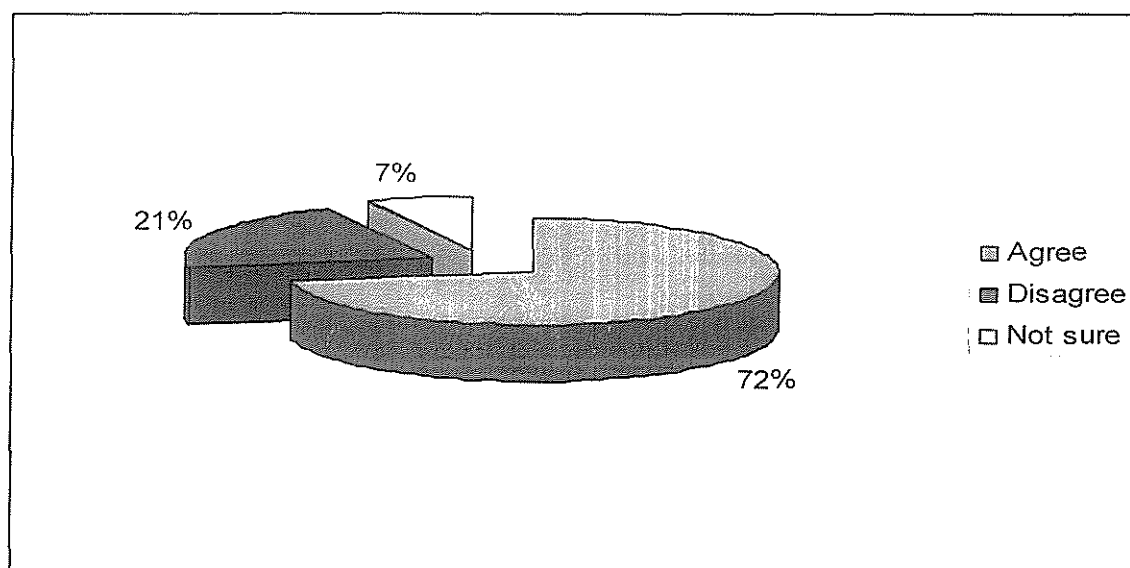
Source: primary data

Table 4.9 indicates that 50(72%) of the respondents agreed that they have enough text books at school, 15(21%) disagreed and 5(7%) of the respondents were not sure if they have enough text books at school.

According to the teachers text books were very important because they elaborate more on what they are being taught therefore, when schools lack them the end result is poor performance in national examinations. It was noted that English and Mathematics books were the least available in most of the schools.

The data in table 4.10 was analyzed using a figure and summarizes the analysis of the opinion on whether there are enough text books

Figure 4.9: Opinion on enough text books



The respondents were asked whether they have a school library and this was their response

Table 4.10: Opinion on whether they have a school library

We have a school library	Agree	Disagree	Not sure	Total
Frequency (f)	30	40	-	70
Percentage (%)	43	57	-	100

Source: primary data

According to table 4.11 30(43%) of the respondents agreed that they have a school library while 40(57%) disagreed.

In some schools visited it was noted that they did not have a library and this according to teachers is one of the reasons pupils performed poorly because they did not have where to revise from. The teachers also revealed that the lack of library makes it difficult for schools to get enough books because they do not have where to stock them.

According to the teachers the reading culture of pupils in primary was low and therefore instilling the culture made difficult where a library lacks.

According to Glewwe, Paul; Kremer, Michael; Moulin, Sylvie (2008) providing textbooks to students who lack them seems to be an obvious way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending.

The respondents were asked whether the school environment is conducive and this was their response

Table 4.11: Opinion on whether the school environment is conducive

School environment is conducive	Agree	Disagree	Not sure	Total
Frequency	33	30	7	70
Percentage (%)	47	43	10	100

Source: primary data

Table 4.11 indicates that 33(47%) of the respondents agreed that school environment is conducive while 30(43%) disagree and 7(10%) of the respondents were not sure whether the school environment is conducive.

The teachers revealed that for pupils to perform well the school environment had to be conducive. According to them a conducive environment includes clean environment, safe environment for the children especially girls.

4.2.3 The quality of teachers and performance of pupils in national examinations

The third objective of the study was to find out the relationship between the quality of teachers and performance of pupils in national exams. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between quality of teachers and performance of pupils in national examinations? The results are presented in the subsections below

The respondents were asked if unqualified teachers lead to poor performance in national examinations and below was their response

Table 4.12: Opinion on if unqualified teachers lead to poor performance in national examinations

unqualified teachers lead to poor performance in national exams	Agree	Disagree	Not sure	Total
Frequency (f)	65	-	5	70
Percentage (%)	97	-	7	100

Source: primary data

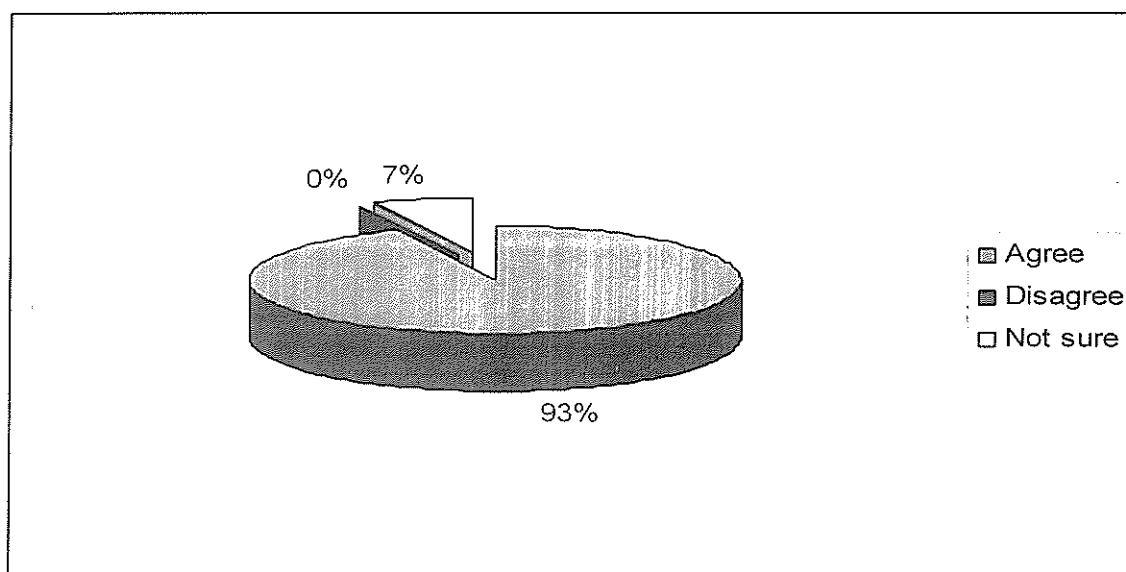
The table shows that 65(97%) of the respondents agreed that unqualified teachers lead to poor performance in national examinations and 5(7%) were not sure.

According to the teachers when teachers are qualified they teach well because they know what they are teaching.

“.....unqualified teachers do not know what they are teaching, they do not use effective method so that children understand what they are being taught.....” (Interview with a teacher)

The data in table 4.12 was analyzed using a figure and summarizes the analysis of the opinion on if unqualified teachers lead to poor performance in national examinations

Figure 4.12: Opinion on whether unqualified teachers lead to poor performance in national examinations



The respondents were asked whether their teachers use effective teaching methods and below was their response

Table 4.13: Opinion on if teachers use effective teaching methods

Our teachers use effective teaching methods	Agree	Disagree	Not sure	Total
Frequency (f)	45	15	10	70
Percentage (%)	64	21	14	100

Source: primary data

According to the table 45(64%) of the respondents agreed that their teachers use effective teaching methods, 15(21%) disagreed and 10(14%) of the respondents were not sure if their teachers use effective methods in teaching.

According to the teachers using effective teaching methods helps children understand what they are being taught and in turn this improves academic performance of pupils in national examinations.

4.2.4 Indiscipline and performance of pupils in national exams

The fourth objective of the study was to find out the relationship between the indiscipline and performance of pupils in national examinations. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between indiscipline and performance of pupils in national examinations? The results are presented in the subsections below

The respondents were asked if they have indiscipline pupils in the school and this was their response

Table 4.14: Opinion on if there are indiscipline pupils in the school

We have indiscipline pupils in school	Agree	Disagree	Not sure	Total
Frequency (f)	69	1	-	70
Percentage (%)	99	1	-	100

Source: primary data

69(99%) of the respondents agreed that they have indiscipline pupils in their school and 1(1%) disagreed.

It was established from all schools that they had indiscipline children.

The respondents were asked whether indiscipline pupils perform poorly in national exams and below was their response

Table 4.15: Opinion on if indiscipline pupils perform poorly in national examinations

Indiscipline pupils perform poorly in national exams	Agree	Disagree	Not sure	Total
Frequency (f)	30	30	10	70
Percentage (%)	43	43	14	100

Source: primary data

Table 4.15 shows that 30(43%) of the respondents agreed that indiscipline pupils perform poorly in national examinations while 30(43%) disagree and 10(14%) of the respondents were not sure if indiscipline pupils perform poorly in national examinations.

The teachers revealed that indiscipline children miss classes intentionally and therefore end up performing poorly in national examinations. In some schools it was revealed that pupils abuse drugs and therefore fail to concentrate in class which means they end up performing poorly.

According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved

4.2.5 Home environment and performance of pupils in national exams.

The fifth objective of the study was to find out the relationship between home environment and performance of pupils in national examinations. To achieve this, the respondents were asked questions related to the question. Data collected was analyzed under the question: What is the relationship between home environment and performance of pupils in

national examinations? The results are presented in the subsections below

The respondents were asked whether their parents are educated and this was their response

Table 4.16: Opinion on whether the parents are educated

My parents are educated	Agree	Disagree	Not sure	Total
Frequency (f)	21	39	10	70
Percentage (%)	30	56	14	100

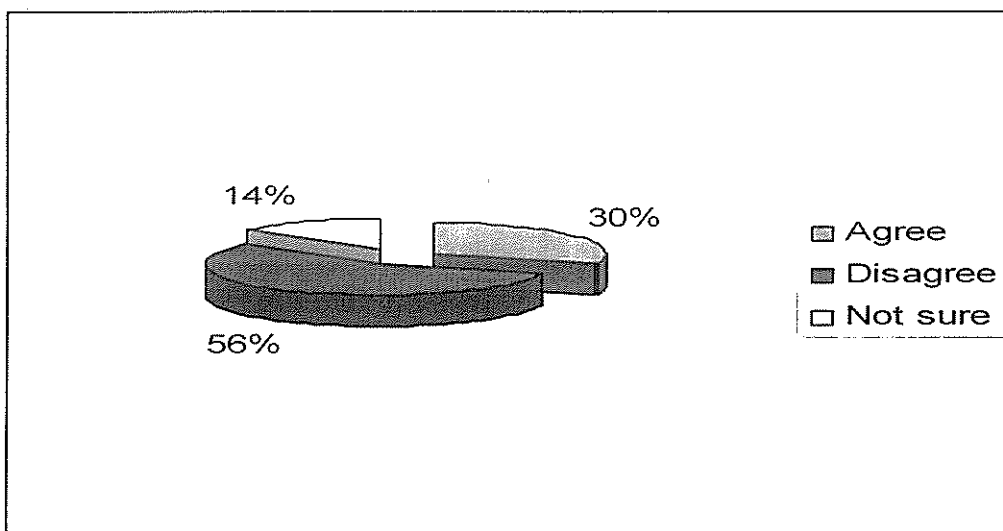
Source: primary data

The table shows that 21(30%) of the respondents agreed that their parents are educated while 39(56%) disagreed and 10(14%) were not sure if their parents were educated.

The teachers revealed that most children in the school had parents who were not educated.

The data in table 4.16 was analyzed using a figure and summarizes the analysis of the opinion on if the parents are educated

Figure 4.16: Opinion on whether the parents are educated



The respondents were asked whether their parents encourage them to study and this was their response

Table 4.17: Opinion on whether the parents encourage them to study

My parents encourage me to study	Agree	Disagree	Not sure	Total
Frequency (f)	44	26	-	70
Percentage (%)	63	37	-	100

Source: primary data

According to table 4.17, 44(63%) of the respondents agreed that their parents encourage them to study while 26(37%) of the respondents disagreed.

According to the teachers parents who encourage their children in their studies lead to improvement in performance.

“.....when a child gets encouragement from the parents he/she takes is being helped to perform well in examinations especially national examinations.....”(Interview with a teacher)

The respondents were asked whether their parents participate in their school activities and below was their response

Table 4.18: Opinion on whether parents participate in the school activities

My parents participate in my school activities	Agree	Disagree	Not sure	Total
Frequency (f)	40	25	5	70
Percentage (%)	57	36	7	100

Source: primary data

The table shows that 40(57%) of the respondents agreed that their parents participate in their school activities while 25(36%) disagreed and 5(7%) were not sure if their parents participate in their school activities.

According to the teachers some parents do not take their children education serious and therefore do not participate in school activities. Even those who are interested in their children's education do not have to help out their children or participate in school activities.

This according to them leads to poor performance because the children do whatever they want.

The respondents were asked whether their home environment is conducive for study and below was their response

Table 4.19: Opinion on if home environment is conducive for study

The home environment is conducive for study	Agree	Disagree	Not sure	Total
Frequency (f)	23	39	8	70
Percentage (%)	33	56	11	100

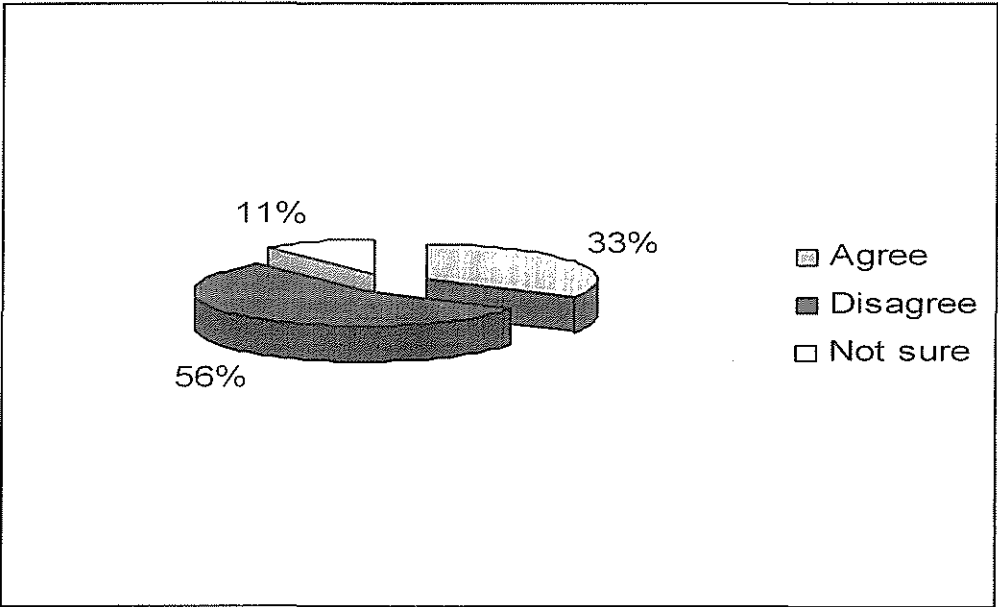
Source: primary data

Table 4.19 indicates that 23(33%) Of the respondents agreed that their home environment is conducive for study while 39(56%) disagreed and

8(11%) of the respondents were not sure. The teachers revealed that a conducive home environment is one which encourages children to study and does not give those many chores to do especially for girls.

The data in table 4.19 was analyzed using a figure and summarizes the analysis of the opinion on if home environment is conducive for study

Figure 4.19: Opinion on whether home environment is conducive for study



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings and their Relevance

This chapter presents discussions, conclusions and recommendations of the research findings of the previous chapters. They are discussed in relation to the research carried out (library research, structured interviews, questionnaires and observation) that was used to guide the study and where applicable related literature has been used to support the argument of the research.

5.1.1 Summary of findings on Poverty and performance of pupils in national examinations.

The findings revealed poverty was one of the reasons why pupils performed poorly in national examinations. 57% of the respondents agreed to this and according to them children are required to engage in unpaid labor before they go to school. 86% of the respondents agreed that children lack the basic needs like school facilities and hence perform poorly. According to Robert H. Lauer, Jeanette C. Lauer (2002). Poor children make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an effect on their examination results. Pupils from privileged backgrounds have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children.

5.1.2 Summary of findings on the School facilities and performance Of pupils in national examinations

It was revealed by 40% of the respondents that a small class size contributed to children performing well in national examinations. 70% of the respondents said that text books were essential. According to Gay, L. R. (1996). The creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and

improve their performance on the skills that they are expected to develop. Young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand

5.1.3 Summary of findings on the quality of teachers and performance of pupils in national examinations.

The study revealed by 55% of the respondents that unqualified teachers do not teach well and this leads to poor performance in national examinations.

According to Myra Pollack Sadka and David Miller Sadka (2000) A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

5.1.4 Summary of findings on Indiscipline and performance Of pupils in national examinations

The study revealed by 43% of the respondents that children who are indiscipline perform poorly in national examinations. According to Mafabi (1995) discipline is the underlying factor in all school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved.

5.1.5 Summary of findings on Home environment and performance of pupils in national examinations.

53% of the respondents agreed that parents who encourage their children contribute positively to children's performance. According to A World Bank review (1999) Students' capability and notification to learn are determined by the quality of home and school environment and the students' health and nutrition status and the previous learning experiences, including the degree of parental stimulation. The principle

source of children's capacity and motivation to learn is the family through domestic endowment and the direct provision of nutrients health care and stimulus.

5.2 Conclusions

Basing on the case study of Nzeruni Zone it can be seen that poverty is one of the reasons why children perform poorly in national examinations.

The study revealed that school facilities are important for pupils to perform well in examinations.

The study revealed that unqualified teachers do not teach well and this leads to poor performance in national examinations.

The study revealed that children who are indisciplined perform poorly in national examinations.

Finally the study revealed that parents who encourage their children contribute positively to children's performance

5.3 Recommendations

From the ongoing discussion, the following are the recommendations that were made to help pupils improve their academic performance in national examinations.

School leaders should embrace school based management and develop the knowledge base associated with efficiency and effectiveness in school management for the purposes of achieving the educational goals for the learners. Owing to the effects of poverty in provision of education, school governing structures should strategize on the school aspects which need

more emphasis compared to others to meet the expectations and interests of the most important constituent – the student.

School facilities should be provided in schools so that children understand what they are taught.

More teachers should be trained to cater for the growing number of pupils due to free primary education

The school environment should be made conducive for the pupils for example a clean environment should be emphasized and security provided.

Parents should be sensitized on the importance of participating in their children's education and school activities.

5.4 Areas for further research

More research should be done on the topic of factors leading to poor performance in national examinations.

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APPENDIX B
QUESTIONNAIRE FOR THE PUPILS

Dear respondent

I am a student of Kampala International University carrying out an academic research on the topic "poor academic performance in national examination by primary school public pupils in Nzeruni Zone, Mwingi District, Kenya" as a case study. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

PERSONAL INFORMATION

GENDER

Male

☐

Female

☐

ACADEMIC LEVEL

Standard five

☐

standard six

☐

Standard seven

☐

standard eight

☐

AGE

10-12

☐

13-14

☐☐

42

☐

10. We have a school library

11. School environment is conducive

The quality of teachers and performance of pupils in national exams

12. Our teachers are qualified

13. Our teachers use effective teaching methods

Indiscipline and performance Of pupils in national exams

14. We have indiscipline pupils in school

15. Indiscipline pupils perform poorly in national exams

Home environment and performance of pupils in national exams

16. My parents are educated

17. My parents encourage me to study

18. My parents participate in my school activities

19. The home environment is conducive for study.

APPENDIX C

INTERVIEW GUIDE FOR TEACHERS

1. Does Poverty leads to poor performance in national exams?
5. Do children lack the necessary school requirement because of poverty?
6. Do children take breakfast before they go to school?
7. Are pupils sent home for school fees Because of poverty?
8. Does class size contribute to pupil's performance?
9. Does the school have enough text books?
10. Do you have a school library?
11. Is the School environment is conducive?
12. Are the teachers qualified?
13. Do teachers use effective teaching methods?
14. Do you have indiscipline pupils in school?
15. How do indiscipline pupils perform poorly in national exams?
16. Parents are educated
17. Do parents encourage their children to study?
18. Do parents participate in their children's school activities?

A SKETCH MAP OF PRIMARY SCHOOLS IN NZERUNI ZONE, MWINGI DISTRICT, KENYA.

