

**CAUSES OF POOR PERFORMANCE IN SCIENCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION EXAMINATIONS IN NAROK NORTH
DISTRICT**

**By
OBUYA M. NICHOLAS
BED/18321/71/DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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DECLARATION

I, Obuya N. Nicholas declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature


.....
OBUYA M. NICHOLAS

DATE :

25.08.2010
.....

APPROVAL

This is to acknowledge that this Report has been under my supervision as a university supervisor and is now ready for submission.

Signatures

Date

.....

.....

MR. MUGWERI FREDRICK

(Supervisor)

DEDICATION

This work is affectionately dedicated to my wife Nancy and my daughter Abigail for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

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I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mr. Mugweri Fredrick who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

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ABSTRACT

The purpose of this study was to determine the causes of poor performance in Science in Central Division, Narok North District. The specific objectives of the study were to determine if discipline affects the Pupils' academic performance in Science in the selected schools of Central Division, to determine if teacher qualities affect the Pupils' academic performance in the selected schools of Central Division; and to determine if school facilities affect the Pupils' academic performance in the selected schools of Central Division. The methods used for data collection was questionnaires and interview guides to Pupils, teachers and head teachers of the schools involved in the study. In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that teacher qualities, discipline of Pupils; and school facilities have a direct impact on the Pupils' academic performance in Science. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations that the Government should provide more teaching learning facilities in schools to make the learning environment more attractive to Pupils and teachers among other recommendations.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Science is very important subject, as it is, an exact science which deals with the way our bodies function as well as plants, i.e., it is a live subject. It is studied in schools as either a compulsory or an optional subject.

The current education system in Kenya is designed to achieve specific national goals. The recommendations of September 1981, saw the introduction of the 8-4-4 System. Kenya is aiming to be fully industrialized by the year 2020. If this goal is to be achieved, it means better performance in sciences, of which Science is part and parcel.

Even though Science and its applications are so important in everyday life and in medical profession, its performance in Kenya Certificate of Primary Education (K.C.S.E.) continues to be poor. It is a matter of concern to both the government and the general public that few Pupils select Science and even those who do perform very poorly.

Many people have done research in Pupils' performance and have come up with different possibilities that could be leading to poor performance. They have come up with suggestions on how to overcome the problem and it is not clear why up to now the situation has not changed. Most suggestions given by researchers appear not to be effective. Ways and means must be found to ensure that the parties concerned know where the problem lies.

The government of Kenya attaches great importance to the development of the education sector, for it recognizes that education is a powerful tool for transformation of society (Education White Paper, 1992). Education plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, as well as the national goals of unity, democracy, economic progress and security of all its citizens. Emphasis is put on the role of education in liberating people from the vicious

cycle of poverty, dependence, ignorance, disease and indignity, and in the process of building a self reliant nation with a sustained independent economy.

The government notes with concern the problems it faces in its effort to cause rapid development of education. The quality of education has been seriously eroded at all levels due to civil strife and economic decline. Schools are ill-equipped, instructional materials are in short supply, teachers are poorly remunerated and many of them are unqualified or incompetent. (Education White Paper, 1992).

In the UNESCO Magazine (2001) its argued that education has become a powerful catalyst for change at all levels of society but its characteristics and form present new challenges and policies. The challenges are manifested in form of educational accessibility, relevance, equity, quality and its governance.

Chaube (2000) explained that it's a right of the individual to receive at least primary and Primary education which is important in democratization of any society. Primary education is designed to provide children with the academic knowledge and skills they need to function successfully in society and to prepare them to pursue further education, to enter the work force to be responsible active citizens.

If Pupils do not receive the knowledge and skills they need to be productive, then the schools have not succeeded in their mission (US Department of Education, 1991). It's upon this background that the study will be undertaken to investigate the influence of teachers' competence, quality of teachers and discipline of Pupils on academic performance in Science.

1.1 Statement of the problem

The study investigated the factors affecting academic performance of Pupils in Science in the selected schools. From the researcher's personal teaching experience, he has witnesses a number of factors like discipline of Pupils, the quality of the teachers, school facilities among others that impact on the academic achievement of Pupils in Science but

the school authorities and government seem not to take them as serious as they deserve. The reason for this is that schools and indeed government tend to have what they call more pressing needs and problems and so they leave out these factors neglected. This has forced the researcher to carry out the study into the factors affecting the academic performance of Pupils in Science in Central Division, Narok North District.

1.2 Objectives of the study

1.2.1 General objective

The general objective of the study was to investigate the factors affecting academic performance in Science in the selected schools of in Central Division, Narok North District.

1.2.2 Specific objectives

1. To assess the effect of discipline on the Pupils academic performance in Science in the selected schools of Central Division
2. To examine the effect of teacher-quality on the Pupils academic performance in Science in the selected schools of Central Division
3. To determine the effect of school facilities on the Pupils academic performance in Science in the selected schools of Central Division.

1.3 Research questions

1. What is the relationship between discipline and the Pupils' academic performance in Science in the selected schools of Central Division?
2. What is the relationship between teacher qualities and the Pupils' academic performance in Science in the selected schools of Central Division?
3. What is the relationship between school facilities and the Pupils' academic performance in Science in the selected schools of Central Division?

1.4 scope of the study

The study investigated the factors affecting academic performance in Science in the selected schools of Central Division, Narok North District. The study focused on factors such as discipline of Pupils, quality of teachers and school facilities as factors affecting academic performance of Pupils in Science. The study was carried out from August 2009 to April 2009.

1.5 Significance of the study

This research will be useful in the following ways:

It will provide information to policy makers in the education ministry, administrators of schools; teachers, parents and other stakeholders which may enable them make improvements in education service delivery.

It will help Pupils together with their parents to identify the means of improving upon academic performance.

It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

2.1 Discipline of Pupils and Academic Performance in Science

In recent years, policy makers, educators, parents and Pupils increasingly have expressed concern about the incidence of school related criminal/behaviour. Although concern has grown, several researchers show that violent behaviours, smoking, theft have increased especially in Primary schools (Kasozi, 1997).

School discipline has a diversity of connotations, as may people perceive it to mean many different things. According to Kasozi (1997) discipline refers to a situation of remaining inside legal bounds of law as laid down by the school administration.

Scheviakore (1955) and Musaazi (1982) emphasize the need for orderliness in the school. They emphasize that Pupils, teachers, school employers and administrators should all be orderly as school discipline and good academic performance is a collective responsibility and a prerequisite for school success.

The Kenya Education Policy Review Commission Report (KEPRCR, 1992) clearly spells out discipline as one of the aims and objectives of education at all levels of the education system.

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 a school's 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.

Okumbe (1998) describes discipline as the action by management to enforce organizational standards. He stresses that all members of educational organization are required to strictly adhere to the various behavioral patterns necessary for maximum performance. In support of this, Chaube (2000) contends that an opinion may be formed about the school by observing the discipline among Pupils. It is necessary for every school to enforce certain rules of conduct to ensure discipline and discipline is essential if rules are to be implemented.

According to Mafabi et al (1995) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies, rudeness, vandalism, aggression, smoking and drinking while at school; evading school activities, bullying of new Pupils, indecent forms of dressing. These, however, do not explain how these behaviours affect academic performance because there are many Pupils involved in these kinds of behaviour but perform well.

2.2 Quality of Teachers and Academic Performance in Science

Various writers have come up with views about the characteristics of competent teachers and benefits of having such teachers as follows:

Craig et al (1998) holds the view that the quality of the teachers' performance determines the Pupils' achievement. Factors such as the years taken to train teacher, the teachers verbal fluency, subject matter knowledge, having books and materials, knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation and frequent monitoring of student progress determine the quality of performance of a teacher. Regardless of the training, the experience and the preparation undergone, a teacher should have adequate motivation to teach. Lack of incentives in schools and small

saCentrales offered to teachers compel them to work in many places to make ends meet. This renders many teachers ineffective at their work.

The Common Wealth Report (1974) explains teacher competence as having knowledge of child development; of the material to be taught and suitable methods; his skills must enable him to teach; advice and guide his pupils, community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his examples are likely to be followed as he transmits explicitly, and implicitly the national aims and moral and social values. In support of this, Konchhar (2000) contends that discipline problems cannot be prevented yet most of them will not arise in the classroom of intelligent, hardworking, teachers who plan their work effectively, motivate their Pupils skillfully and provide a friendly environment.

Rayns (1969) holds the view that, "Teaching is complex and many sided, demanding a variety of human traits and abilities. These may be grouped into two, first those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and specific subject matter to be taught and second; those qualities stemming from the teacher's personality, his interest attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like". In lime with these views, Brinkerhott and white (1988) argued that teachers have the authority to control what goes on in classrooms and that authority must be established with each separate class. Some teachers are unable to do this; their classes run wild and their Pupils terrorize them.

2.3 Facilities in Schools and Academic Performance in Science

The success or failure of Primary schools is measured against the presence or absence of structures and facility provision and management. Nsubuga (1977) holds the view that an important element of a good school is that of facilities. He emphasizes that a good school should have adequate facilities which help with teachers and pupils to effectively teach and effectively learn in a convenient and comfortable environment.

According to Kochhar (2001) physical facilities contribute a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangement leave little scope for irritation. Adequate library and reading room facilities, special room for different subjects, common room and so will keep the children busy and away from indiscipline.

Musaazi (1982) and Ssekamwa (2000) agree that most programmes of instruction and pupil services require some physical facilities such as school buildings, school grounds, enough desks, chairs, teaching materials and laboratories needed. The possession of adequate facilities in the school for studying is a characteristic of an effective school. However, there are many Pupils who perform well in schools with limited facilities and there are also many Pupils who perform poorly in schools, which are well facilitated. The researcher therefore aims at carrying out a critical analysis of the connection between academic performance and the availability of facilities in Primary schools.

Theoretical Framework

Dependent variables

Factors affecting academic performance of Pupils

- Discipline of Pupils
- Quality of teachers
- Facilities in school

Independent variable

Performance of Pupils

- Poor performance of Pupils
- Lack of learning of some subjects due to lack of facilities

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research Design that the researcher used; the research environment from which research was carried out and methods of selection of respondents. It also explains the methods used to collect, process and analyze data.

3.1 Research Design

This study followed a descriptive research design because the researcher used four selected schools in the Division. The study concentrated on qualitative methodology.

3.2 Area and Population of the Study

The study was carried out in Science in Central Division, Narok North District. The study involved 100 Pupils, 49 teachers.

3.3 Data Type and Sources

This study used both primary and Primary data:

Primary data was collected using Questionnaires and Interview Guides, which was given to Pupils and Teachers.

Primary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study. They were thoroughly analysed.

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size

A total of one hundred forty nine respondents were used from the total population of the schools which was used for this study.

3.4.2 Sampling Procedure

Pupils were put in 10 groups each having 20 Pupils where 10 Pupils were chosen at random from each group to make 100 in number who participated in the study. The 49 Teachers were conveniently selected to participate in this study.

3.5 Methods for Data Collection

3.5.1 Instruments for data collection

- **Questionnaires**

These were used to collect information from some Pupils and teachers who were part of this study. Both close ended and open ended questions were used.

- **Interviews**

Interviews were held with Heads of departments and Head for the schools were part of this study.

3.6 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, the researcher then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

3.7 Data collection Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher then was given permission by the authority to access information from the school.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Discipline in schools and academic performance.

When the Pupils and teachers were requested to respond to the question on what they considered to be the level of discipline in their school, the following were the results.

Table 1: The level of discipline in the school in sciences

Comment	Number of respondents
Very high	24
High	30
Moderate	78
Low	17
Total	149

Source: Field data 2008

Pupils and teachers had different views about the level of discipline in their schools. However, quite a small number respondent that the level of discipline was very good which represented 16.1% of the total number of respondents. Majority were of the opinion that discipline was moderate or low (65.8%).

The responses about the level of academic performance in schools judged at national level were as follows:

Table II: Level of academic performance in school in Science

Comment	Number of respondents
Very high	16
High	41
Moderate	77
Low	15
Total	149

Source: Field data 2008

The results were statistically significant. The Pupils and teachers had different views on the level of academic performance of their schools judged at national level. Those who stated that performance was very high or high were 38.3% while those who were of the view that performance was moderate or low were 61.7%. These meant that the majority of Pupils and teachers recognize the importance of discipline visa avis academic performance.

Table III: Combining table I and II the results are as follows.

Comment	Level of discipline in school	Academic performance at national standards
Very high	24	16
High	30	41
Moderate	78	77
Low	17	15
Total	149	149

Source: Field data 2008

From table III, the researcher established that responses on discipline and academic performance moved in the same direction.

A big number of respondents whose responses on moderate and low discipline tallies with an equally big number of responses on academic performance. This implies that when discipline is moderate or low (63.8%), academic performance is equally moderate or low (61.7%). Conversely when discipline is very high on high (36.2%) academic performance is equally very high or high (38.3%).

Pupils were asked to state the most common types of indiscipline in their schools and the responses were as follows;

Table IV: Types of indiscipline in schools

Comment	Percentage
Late coming	40.1
Dodging classes	30.0
Escaping from school	25.3
Disrespect for teachers	3.6
Others e.g. vandalism Immorality, bullying, drug abuse, noise making.	1.0
Total	100%

Source: Field data 2008

The research established that late coming, escaping from schools, dodging classes are indiscipline cases common in the schools. From Table IV, it can be observed that most types of indiscipline are associated with deviance from schools routine represented by 95.4%. This includes late coming (40.1%), dodging lessons (30%), and escaping from school (25.3%). Only 4.6% are other types of indiscipline. Pupils miss a lot of teaching going on in school and this directly affects their performances.

4.2 Quality of teachers and academic performance in Science

To establish the effect of quality of teachers on academic performance in the schools, a number of items were included in the questionnaire that required head teachers to state the teachers in each school and their qualification.

Table V: Qualification of Science Teachers

School	Graduate teachers	Diploma teachers	License teachers	Total
A.	10(40%)	15(60%)	-	25(32.5%)
B	10(52.6%)	9(47.4%)	-	19(24.7%)
C	1(8.2%)	9(75%)	2(16.7%)	12(15.6%)
D	8(38.1%)	13(61.9%)	1(48%)	21(27.3%)
Total	28(36.4%)	46(59.7%)	3(3.9%)	77(100%)

Source: Field data 2008

According to EPRCR (1992) both graduate and diploma teachers are qualified to teacher Primary schools. Only 3.9% of teachers do not have the teaching qualification.

However, all the four head teachers pointed out that although the available teachers are qualified they are not enough to effectively handle the large numbers of Pupils.

Responses about the experience of teachers were as follows;

Table VI: Experience of Science Teachers

	Frequency	Percentage
Less than 2 yrs	43	55.8
3-5yrs	10	13.0
6-8yrs	9	11.7
Above 8yrs	15	19.5
Total	77	100%

Source: Field data 2008

The results show that 68.8% have experience of less than 5yrs of teaching while 31.2% have more than 5yrs of teaching.

To establish whether the limited experience had any effect on the quality of teaching, questionnaire were administered to Heads of departments and Pupils. A number of observations were also made to assess the performance of teachers during the teaching learning process.

The questionnaire for heads of departments required them to assess their teachers in as far as quality teaching is concerned. The responses were in table VII below;

Table VII: Rating of Heads of departments about Science Teachers

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Preparation of schemes of work	11	30	2	1	44
Giving exercises	12	28	2	2	44
Making exercise	9	14	21	0	44
Making corrections with Pupils	9	33	2	0	44
Completion of the syllabus	5	32	5	2	44
Total	46	137	32	5	120

Source: Field data

The table VII shows the responses of Heads of Departments about the performance of teachers in the four schools.

93% of the heads of departments were of the view that teachers make preparations for teaching while 6.8% commented that teachers don't make adequate preparations for teaching.

Pupils were also asked to assess the quality of teaching in their schools. The results are shown in table VIII below;

Table VII: Pupils rating of Science teachers' performance

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Explanation of subject matter concepts	41	54	9	1	105
Giving exercises	25	53	25	2	105
Making exercise	40	46	17	2	105
Making corrections	20	56	22	7	105
Free interaction with Pupils	31	41	20	13	105
Total	157	250	93	25	525

Source: Field data

Results from table VII show that 90.48% of the Pupils were of the view that teachers explain the subject concepts thoroughly on the other hand 9.52% responded that the explanations of subject concepts were not clear. 74.29% indicate that teachers give exercises in class while 25.71% were of the view that teachers don't give exercises in class. Also, Pupils revealed that 81.9% of the teachers mark exercise while 18.1% do not mark exercises. 72.4% of the Pupils further held the view that teacher make corrections after making the exercising while only 27.6% did not. This therefore means that Pupils were satisfied with the quality of teaching.

4.3 Facilities in school and academic performance in Science

The Pupils head teacher and heads of department were requested to rate the adequacy of facilities in schools for teaching and learning. The results were summarized and presented in the table IX below.

Table IX: Rating of adequacy of facilities in schools.

Rating	Frequency	Percentage
Strongly agree	7	4.5
Agree	47	30.1
Disagree	71	45.5
Strongly disagree	31	19.9
Total	156	100 %

Source: Field data 2008

The responses were from 109 Pupils, 44 teachers, 4 head teachers and 5 directors of studies.

From table IX the respondents who were of the view that the schools had adequate facilities for teaching and learning were 34.6%, while those who were of the view that the facilities were not adequate were 65.4%.

Interviews with head teachers revealed that schools depend mainly on fees from parents which is not even paid on time. Any capital developments in these schools are done from the fees raised. Most of the parents are poor and cannot afford high fees for their children.

Pupils also pointed out that they lack important facilities like computers and televisions in their schools. Therefore they are not kept abreast of the innovations, inventions and current issues important for academic work. This puts them at a competitive disadvantage in relation to those Pupils who use internet and other facilities to access information which is not available in text books.

From the questionnaire responses, interviews and observations, there are limited facilities in schools. Lack of facilities for teaching and learning is negatively affecting the academic performance of these schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the findings, conclusions and recommendations. These are presented according to each of the objectives for purposes of being systematic.

5.1 Summary of findings

5.1.1 Discipline of Pupils and academic performance

Pupils and teachers were asked about the level discipline of Pupils in their schools. The respondents had different views about this issue. 36.2% were of the view that discipline was high while 36.8% were of the opinion that discipline was low. The respondents also had varying views about the level of academic performance in their schools. 38.8% were of the view that the level of academic performance was high or very high while 61.7% were of the view that academic performance was moderate or low.

5.1.2 Quality of teachers and Academic performance in Science

The teachers were found to be 36.4% graduate, 59.7% diploma holders. Only 3.9% were licensed teachers. Therefore 96.1% of the teachers have the required qualifications to teach.

83.18% of the teachers commented that the teaching is done satisfactorily while 16.82% were of the view that the teaching is poorly done. 77.5% of the Pupils had the view that the teachers perform well in class while 22.5% commented that the quality of teaching was not good. The results were therefore statically significant that teachers perform their work well.

5.1.3 Facilities in schools and Academic performance in Science

Pupils, teachers and head teachers were asked to rate the adequacy of facilities in their schools. 34.6% responded that facilities were adequate and 68.4% commented that facilities were inadequate.

5.2 Conclusions

The following conclusions were generated from the findings of the study.

The results obtained indicate that when the Pupils are indisciplined the time for the study is disrupted and wasted. This greatly affects academic performance.

Primary school teachers in Narok district are qualified and perform their work well. Therefore the poor academic performance is not attributed to the teachers.

The schools in Narok district were found to have limited facilities and this contributes to the poor academic performance. The schools with more facilities obtain better quality results than those with fewer facilities.

5.3 Recommendations

As a result of the above conclusions, the researcher finally makes the following recommendations to the various stakeholders.

School children should be encouraged to work hard by providing scholarships to the best Pupils in class. This will encourage competition among the Pupils.

Some of the schools can be made partly day and partly boarding to cater for Pupils who come from far and can afford boarding fees. This could reduce on late coming and escaping from school.

More meetings between school administrators, teachers, Pupils and parents should be organized to sensitize the parents about their roles in disciplining their children.

To retain teachers in upcountry schools, government should consider introducing upcountry allowance in the remuneration scheme of teachers.

Government should provide more teaching learning facilities in schools to make the learning environment more attractive to Pupils and teachers.

Computer facilities with internet should also be provided in schools so that Pupils can access information relevant to their studies and to expose them to what is happening in the world like their counter parts in other schools.

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QUESTIONNAIRE FOR HEADS OF DEPARTMENT

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "factors affecting academic performance in Science in the selected schools of Central Division, Narok North District." 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 or give explanation where applicable. 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

1. Age

a) 20-25 ☐ b) 26-30 ☐

c) 30-35 ☐ d) 36-40 ☐

e) Above 40 ☐

2. Sex

a) Male ☐ b) Female ☐

3. Highest qualification attained

a) Certificate ☐ b) Diploma ☐

c) Degree ☐ d) Other ☐

4. State whether you are a trained or licensed Teacher

a) Trained teacher ☐ b) Licensed teacher ☐

5. How long have you taught in this school?

a) 1-3yrs ☐ b) 4-6yrs ☐ c) 7-9yrs ☐

d) 10yrs and above ☐

Please indicate the number that is appropriate to you or your situation on the right side boxes using the rates given below;

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

	Item	Response
1.	Teachers in this school make schemes of work and lesson plans before going to teach.	
2.	Teachers in this school give exercises while teaching.	
3.	Teachers make corrections in class with Pupils after marking exercises.	
4.	Teachers in the school interact freely with Pupils in class.	
5.	Pupils in this school are committed to studies.	
6.	Teachers in this school cover the designed syllabus adequately and in time to allow for revision by Pupils.	
7.	This school has adequate facilities for teaching and learning.	

8. What types of indiscipline commonly occur in this school?

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9. What do you consider to be the cause of indiscipline in this school?

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.....

10. In your view how can the academic performance in your school be improved?

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QUESTIONNAIRE FOR PUPILS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic “causes of poor performance in science in Kenya Certificate of primary education in Narok district.” 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 or give explanation where applicable. 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

Background information

1. Age

a) 10-12 ☐ b) 13-14 ☐ c) 15-16 ☐

2. Sex

a) Male ☐ b) Female ☐

3. Class

STD.6 ☐ STD..7 ☐ STD. 8 ☐

Please indicate the number that is appropriate to you or your situation on the right side boxes, using the rates given below.

Strongly agree	agree	disagree	Strongly disagree
4	3	2	1

(a) Discipline of Pupils and academic performance

1.	Pupils regard towards school regulations	
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2.	The level of discipline in our school is low	
3.	Teachers concern towards discipline is low	

(b) Facilities in school and academic performance

1.	We have adequate furniture in classrooms	
2.	We have a library with relevant books we use for academic purposes	
3.	The available facilities are adequate for studies	

QUESTIONNAIRE FOR TEACHERS

Please kindly spare time and respond to the following questions. The information is solely for academic purposes. You are assured that the information given shall be treated with utmost confidentiality therefore do not disclose or write your name on the questionnaire.

1. Age

20 – 25

26 – 30

30 – 35

36 – 40

Above 40

2. sex

Male

Female

3. Highest qualification attained

Certificate

Diploma

Degree

Other

4. State whether you are a trained or licensed teachers

a) Trained teacher

b) Licensed teacher

Please indicate the number that is appropriate to you or your situation on the right side boxes using the rates given below;

Strongly agree	agree	disagree	Strongly disagree
4	3	2	1

Quality of teachers and academic performance

1.	Teachers in this school make schemes of work and lessons plans before going to teach.	
2.	Teachers in this school give exercises while teaching	
3.	Teacher make corrections in class with Pupils after marking exercises	
4	Teachers vary methods of teaching	

INTERVIEW GUIDE FOR HEAD TEACHERS

1. How long have you been a Head teacher in this school?
2. How do you rate the academic performance of your school nationally?
3. How many teachers do you have in your school? Please state the number of each group based on their academic qualifications.
Graduate -----
Diploma teachers-----
Licensed teachers-----
4. How is the relationship between Pupils and teachers in your school?
5. Do you give guidance to Pupils about their academics?
6. Could you account for the fact that some few Pupils perform better than others under the same learning conditions?
7. What type of indiscipline commonly occurs in your school?
8. What do you consider to be the cause of indiscipline in your school?
9. Does indiscipline affect Pupils' academic performance?
10. Could you suggest ways of minimizing indiscipline in your School?
11. Does your school have adequate facilities for teaching and learning?
12. If not what facilities are missing