

**AN INVESTIGATION INTO THE FACTORS LEADING TO POOR  
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY  
EDUCATION AMONG PUPILS IN KIGANJO ZONE,  
THIKA DISTRICT; KENYA**

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## DECLARATION

This proposal is my original work and has not been submitted for the award of any degree programme in any other university.

Sign.......... Date.....28<sup>th</sup>/AUG/2008.....

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## **APPROVAL**

This proposal has been submitted for examination with my approval as  
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## ACRONYMS

CPE	Certificate of Primary Examination
DEO	District Education Officer
FGD	Focus Group Discussion
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
PDE	Provincial Director of Education
KJSE	Kenya Junior Secondary Education
SMCs	School Management Committees
KCE	Kenya Certificate Education
TSC	Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction to the Study**

Education plays a crucial role in shaping children's future, giving them tools to hold life together. Mutua and Namasira (1992) concede that education is a prime mover of economic growth of a country. For young people education is a critical factor for their survival as individuals and as communities. The changing times demands that quality education and training be provided to the youth so as to add value to their life. Adedeji (1977) in an attempt to establish a correlation between increased expenditure on education and the level of economic growth, observes that the fastest rate of economic growth are usually observed in the communities who have allocated the largest absolute and relative share of their national budget to education. As a result of this perception, most developing countries allocate large proportions of their revenue to education. Education in Kenya is viewed as a vehicle for individual advancement as well as for national development.

#### **1.2 Background of the Study**

Kenya government has tried several sources of financing. Communities and parents in Kenya, as in other African countries, have met a high percentage of the costs of education (Olembo 1985). Before independence, primary education was almost exclusively the responsibility of communities and local church groups, which paid teachers and furnished schools. Parents and pupils contributed funds as well as labour for instructional materials, maintenance, equipment and furniture.

However, since independence the government assumed a higher share of financing education at primary level. It became the responsibility of the government to put up schools, provide instructional materials, pay teachers and take care of operation costs. Parents were expected to provide school uniform only.

With the government's implementation of the Structural Adjustment Policy Package from the World Bank and International Monetary Fund (IMF), there was a shift in financing education. In this respect the National Development Plan 1989-93 spelled out cost sharing in education where the government and beneficiaries were to contribute to educational opportunities (Abagi, 1997).

Since 1988 therefore, development of education was financed mainly through cost-sharing between the government on the one hand and parents and communities on the other. While the government provided for teachers' salaries, curriculum development, bursaries, and inspection services, communities put up physical structures such as classrooms and workshops and parents provide teaching-learning materials, physical infrastructure and the necessary indirect costs such as uniforms, activity fees, tuition charges and examination fees among others (Olembo, 1985; Bogonko, 1992). The non-governmental sector on the other hand contributed towards education through donations of funds and facilities, payment of school levies, scholarships and bursaries (Abagi, 1997).

In 2003 the newly elected Narc government fulfilled her 2002 election campaign promise by declaring Free Primary Education. This move has been costing the government a lot of money. However the increased expenditure on education has not been reflected in the Kenya Certificate of Primary Education (KCPE) performance in Kiganjo zone. Kiganjo zone has persistently performed poorly in Kenya Certificate of Primary Education examinations since the inception of 8.4.4 system of education in 1985. The Kenya Certificate of Primary Education results in Kiganjo zone for the last six years have been discouraging. During that period the highest mean score ever achieved was 182 marks while the least mean score in the neighbouring Kiamwangi Zone has been 182 marks. Ngenda Zone which is also found in Gatundu Division from which the three zones are located have always attained higher mean scores through out the six years. The least mean score in Ngenda Division has been 260 marks which is slightly above the highest mean score ever attained in Kiganjo zone.

**Table 1: Comparisons of the highest KCPE marks and corresponding mean scores attained in Gatundu Division between 2001 and 2006**

	Kiganjo		Ndarugu		Ngenda	
Year	Highest marks	Mean score	Highest marks	Mean score	Highest marks	Mean score
2001	298	160	330	182	388	260
2002	340	167	340	177	378	267
2003	356	176	365	186	380	276
2004	348	180	398	234	410	280
2005	347	182	358	224	420	282
2006	357	184	377	240	434	284

**Source: Zonal Education Office - Kiganjo (2007)**

Table 1.1 above shows the highest Kenya Certificate of Primary Education marks and corresponding mean scores attained in Gatundu Division between 2001 and 2006. According to the table Ngenda zone has always had better Kenya Certificate of Primary Education results as depicted by the mean scores. Kiganjo zone has always had the least mean scores. While Ngenda zone has recorded mean score of 284 marks, the highest mean score in Kiganjo division has only been 184 marks. This situation clearly depicts poor performance in Kenya Certificate of Primary Education. Although Kiganjo Zone has almost similar environmental conditions with the other sighted areas, Kenya Certificate of Primary Education performance remains poor. This scenario has not been explained.

In view of the above, there is a need for a research to be carried out to determine the factors that influence performance in Kenya Certificate of Primary Education in Kiganjo zone. The proposed study aims at doing that.

### **1.3 Statement of the Problem**

There is little evidence that the increased expenditure on education has necessarily been associated with good Kenya Certificate of Primary Education performance in Kiganjo zone. Academic performance in Kenya Certificate of Primary Education in almost all the subjects offered has been low in Kiganjo zone where the highest mean score ever attained has been 184 marks while in the neighbouring Ngenda zone a mean score of 260 marks has been the least since 2001. However, the factors contributing to this trend have not been clearly understood. This therefore limits the ability of educational stakeholders to improve the performance in Kenya Certificate of Primary Education. The proposed study therefore was to investigate the factors that affect academic performance in the zone.

### **1.4 Purpose of the Study**

The purpose of this study was to investigate the factors that affect students' performance in Kenya Certificate of Primary Education in Kiganjo zone. The study also hopes to come up with recommendations on the necessary measures that may need to be undertaken by education stakeholders to address the problem.

### **1.5 Objectives of the Study**

The proposed study had the following objectives:

- i.) To find out whether the gender of a student affected the students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- ii.) To find out whether parent's educational background affected students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- iii.) To find out whether parents' income/occupation affected students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- iv.) To find out whether availability of instructional materials affected students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.

- v.) To find out whether the qualification of teachers affected students' performance in Kenya Certificate of Primary Education in Kiganjo zone.

## **1.6 Research Questions**

The study was guided by the following questions:

- i.) Did gender of a student affected his/her performance in the Kenya Certificate of Primary Education in Kiganjo zone?
- ii.) Did the parents' educational background affected students' performance in the Kenya Certificate of Primary Education in Kiganjo zone?
- iii.) Did the parents' income/occupation affected students' performance in the Kenya Certificate of Primary Education in Kiganjo zone?
- iv.) Did availability of instructional materials affected students' performance in the Kenya Certificate of Primary Education in Kiganjo zone?
- v.) Does the availability of teachers affect students' performance in Kenya Certificate of Primary Education in Kiganjo zone?

## **1.7 Significance of the Study**

The findings generated from the study would be of interest to the relevant government officials and school managers to improve the quality of education in Kiganjo zone. The Ministry of Education might use the findings to address those factors identified as affecting the Kenya Certificate of Primary Education performance. The other education stakeholder in the district might use the findings of the study as the basis for discussion on the steps that needed to be taken to improve the academic performance. It would help the researcher to have a better understanding of poor performance in primary schools in Kiganjo zone. It is also hoped that educational administrators would recognize the unique problems that primary school students in Kiganjo zone encounter which might affect their struggle for better educational opportunities in Kenya.

### **1.8 Limitation of the Study**

- i.) Poor infrastructure in the zone limited the scope of this study as some areas were not be accessed.
- ii.) The time allocated for the study was not adequate enough for the researcher to traverse all the schools and thus the need for sampling.
- iii.) The attitude of the teachers who participated in the study was not predictable and thus the researcher relied on the data that they
- iv.) provided .

### **1.9 Limitations of the Study**

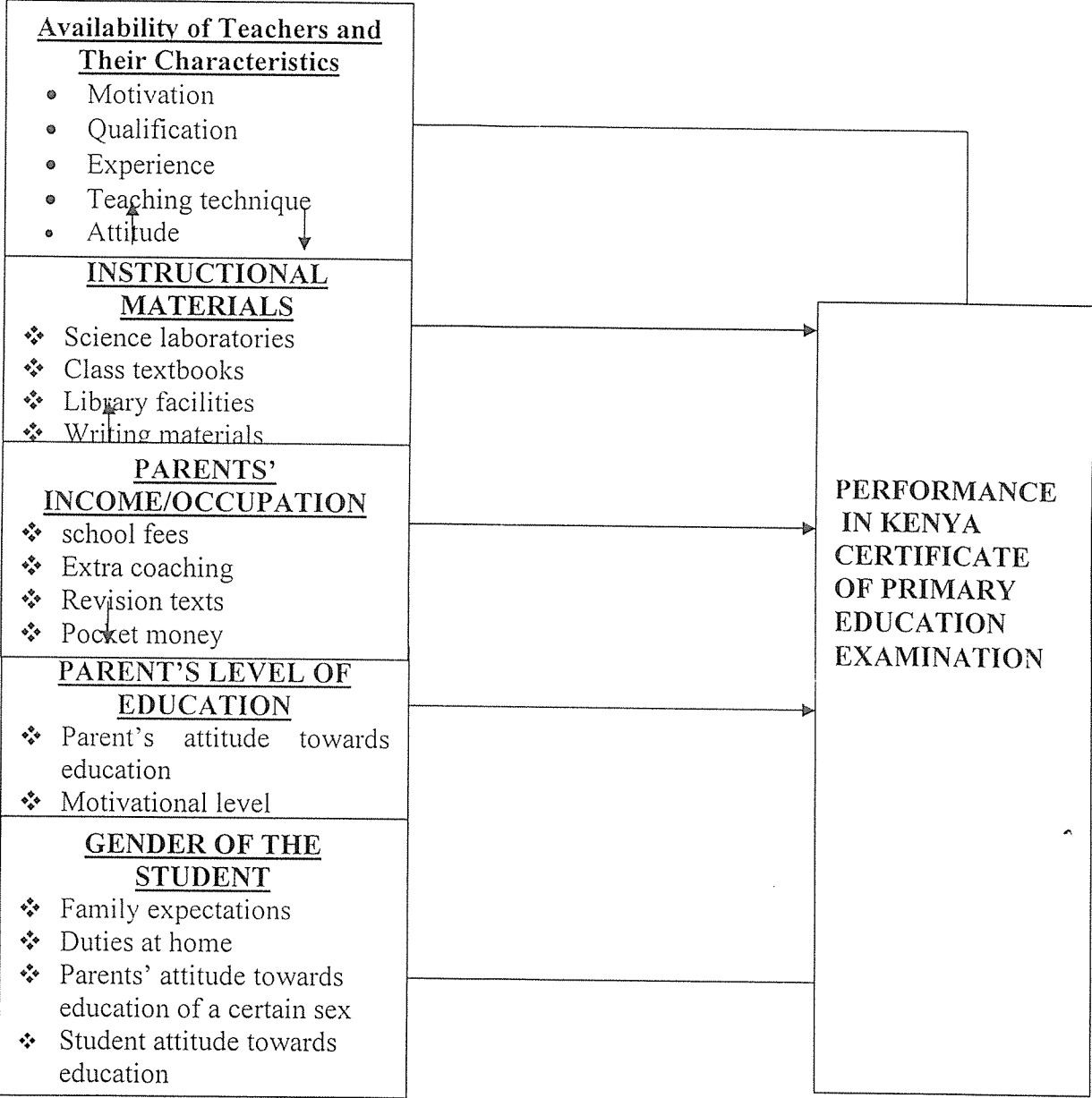
- i.) The study only involved the 10 headteachers and teachers in ten schools which were selected for the study.
- ii.) The study confined itself to public schools in Kiganjo zone. Due to this, the findings were only generalized to other parts of Thika with caution because conditions in other areas not covered by the study may be different from those of the study area.

### **1.10 The Conceptual Framework**

This study was based on the understanding that various factors combined to influence the performance in any examination. Good or poor performance depends on the interaction of certain factors such as the general history of the school in relation to performance in the particular exams, the kind of physical facilities available and their use in the school, the availability (or the absence) of relevant qualified human resources, school practices such as school examination policies, teacher characteristics in terms of availability, experience, qualification and verbal expressions for or against the exam, as well as student characteristics such as sex, motivational level etc.

This can be presented diagrammatically as in Figure 1. 1 as follows;

**Figure 1: Conceptual Model of the Factors Affecting Performance in KCPE**



**Source: Self developed from objectives**

According to figure 1. in a public primary school, availability of teachers and their characteristics, availability instructional materials, family's income/occupation and



gender of the students are some of the factors thought to affect the performance in Kenya Certificate of Primary Education examination. These factors relate and interact with one another to influence students' performance in the Kenya Certificate of Primary Education examination. For good performance in the Kenya Certificate of Primary Education examination to be realised in any school, it is important that these factors should be taken into consideration all the time.

#### **1.11 Definitions of Operational Terms**

**Enrolment:** This refers to the number of students who register with the Kenya National Examinations Council as candidates for the examination set by the examination council, or the number of students who register with the same council to be examined in a particular subject set by the examinations council.

**School Administration:** This refers to the people charged with the day-to-day running of particular schools.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter contains a review of literature related to the study. The review was organized as per the objectives of the study. According to Kombo (1988) the whole educational process in Kenya is punctuated at various stages by examinations which ensure that only limited number of students got through. Such a system only rewards a few students and imparts stigma of failure on many more. If students were to benefit from such a system of education, then they must be prepared to face not only the rigorous of mastering contents, but also overcoming the "hurdles" of examination. This argument was based on the assumption that the academic brilliance of students is seen in terms of the certificates they have irrespective of whether they can practically justify them or not.

It has been easy to pinpoint that the Kenya Certificate of Primary Education examination results are poor, but it has not been equally easy to identify the possible factors which could influence that state of affairs. The teachers whose schools perform dismally really bear the brunt of what most politicians and parents think is a step towards correcting mistakes, but which may in fact lead to more failures. Odongo, the Kenya National Union of Teachers (KNUT) secretary called for research before rushing out to attack teachers (Standard News paper 16<sup>th</sup> Jan 1986). But, the intensity of accusations varies from school to school and from region to region. Maurice (1971) says that:

Achievement in schools is determined by a set of interacting variables ranging from a child ability, home background, availability of learning resources, teachers' aspirations among others.

The argument here is that the list of factors that influence performance in schools is not exhaustive. The situation in Kiganjo zone may be the same. There are blames all over. It is important that before blaming anyone for poor Kenya Certificate of Primary Education examination results, the factors leading to the situation be addressed. This study addresses these factors.

### **Gender of the Student and student's Performance**

In the rural district, girls are usually victims of extended family pressure which are related to community work. For instance girls are more likely than boys to be pulled out of school to go and fetch water or firewood to be used in a funeral ceremony in their village. Also in most cases, it is the girls who are called upon to take care of their sick or old relatives in another village. This usually displaces such girls from schooling. Okwach et al (1997), notes that in most poor households, girls labour is considerable from an early age. They are supposed to substitute or support their mothers in performing household chores and also bringing income to the family. The family arrangements are that a girl- child is socialized to master their expected traditional roles in society which includes being a mother and house keeper. A heavier load of household chores means that girls do not have much time to concentrate on their school work like boys. This has a negative impact on girl's school participation because it leads to lateness, absenteeism from school and poor concentration in class. This in turn leads to poor performance in national exams.

Eshiwani (1984) notes that persistent absentees and truants came from low social-class families, and that truancy and absenteeism were extensions of anti-social behaviour. The study found out that more girls were persistently absent than boys. However the study did not show whether the difference was significant. The study concluded that children with lower intellectual ability may be more persistently absent than those with higher intellectual ability. According to the study, absentees came from socially deprived homes. Absenteeism and truancy were found to be unsatisfactory alternatives to daily routine of certain types of pupils who were vainly searching for ways of alleviating their distressing circumstances. According to Eshiwani, the main



reasons of absenteeism were psychological, institutional and social-economic. This study will address socio-economic factors that may be influencing the academic performance of students in Kiganjo zone.

### **Parent's Income/Occupation and Students' Performance**

The family's economic background can influence the students' academic performance. Douglas (1974) in a study on the influence of the home environment on pupil's performance concluded that at eleven years, the highest average scores in the tests administered were made by children whose parents were most interested in their education and the lowest by those whose parents were least interested.

Okwach A. et al (1997) noted that in Siaya District, family hood was still very strong. The struggle to keep a family together and promote networking is not restricted to the immediate family-but also covered distant relatives.

### **Parents' Educational Background and Students' Performance**

Home environment has been cited as one of the factors which influence the student's performance in national exams (Abeti 1983). However, its influence may vary considerably from country to country, these variations merit further investigation if the academic performance of students from different home environments is to be improved.

According to Abeti (1983) the differences between schools and teachers have little influence on academic achievement as compared to the differences between parents. If this view point is valid as it is assumed to be, then it may follow that the differences between homesteads could have greater influence on variations between the student's academic performance and the differences between schools. This is so because there are many conditions existing in the home environment which could shape the academic abilities of children. The home environment is thus an important factor that this study will address.

Research findings have been fairly consistent with regard to family factors associated with higher than average family size, poverty, poor housing condition have all been significantly associated with absenteeism. (Gitonga 1997) Children who through their domestic and personal circumstances are forced to acquire adult status too early often become persistent absentees. Thereafter, school life becomes boring, irrelevant, petty and restrictive. Such attitude leads to withdrawal and conflicts, (Jones et al 1980). Such an attitude and the subsequent absenteeism can influence the academic performance of the affected learner.

Gitonga (1997) found out that there was a significant negative relationship between absenteeism and academic achievement. Regular school attendants had better academic ability than fair attendants, who were in turn better than persistent absentees.

According to Nkinyangi (1980) the main reasons for wastage at high school in Kenya is parental poverty. Poverty affects the female pupils more than the male pupils. Children particularly girls are withdrawn from school so that they can help earn money for the family. Some become house Girls, hotel attendants and others part-time prostitute. Such engagements may affect their academic performance in school.

Sago (1984) notes that some children went to school hungry due to lack of food at home. This resulted in malnutrition and illness which could lead to persistent absenteeism and subsequently poor performance. High rates of absenteeism in Kiganjo zone could be caused by pupil's parental poverty, lack of regular fees remittance by parents and low educational motivation from parents. Some children in Kenya through personal and domestic circumstances are forced to acquire adult status very early and this may lead to the problem of absenteeism which eventually affects their academic performance.

The social influence which communities have on schools has an adverse effect on

performance (Eshiwani 1983, and Morris 1972) argues that the performance of a child at school is dependant upon many factors. He asserts that:

The child is not only educated in school. The school provides only moderate influence as compared to the kind of learning that goes on from early years within the family or the community within which the child lives.

This is an indication that how a child is brought up has a lot of influence on how he/she will perform in school. If the home and community environment is conducive to the child's mental development and the parents are able to provide the social needs, the child will have a good background for better learning in school (Mworia 1993) found out that community factors also affected performance. For instance the economic activities such as stone dressing had influence performance in Central Imenti pupils absented themselves from school to go and work in the coffee farms and quarries to earn money with the blessings of some parents.

Kombo (1988) in his study found out that lack of material or verbal encouragement had little or no bearing on the student's performance in the Kenya Certificate of Education examination among the Harambee Schools in Kathiani Division. He further found out that parental level of education, occupation, and encouragement with respect to paying school fees in time, had important effects on students academic performance such finding strongly support the view that home environment plays significant role in explaining students performance.

Gakuru et al (1982) found out that the cooperation and support from parents and the community is crucial. Okwara (1989) indicated that students who had parents who had received formal education were generally expected to perform better than those with parents who did not go to school at al. This is based on the assumption that parents who have acquired formal education will support the educational efforts of their children. Besides, they serve as role models to their children.

Addressing the effects of participation in competitive sports on academic performance of school students in Nairobi province, Gitonga (1997) found out that athletes consistently performed better than non athletes in measures of academic performance. The study however found out that social economic status, KCPE marks and the type of school correlated with academic performance of students. According to the study sex is not a significant factor in determining the academic performance of students.

### **Influence of Instructional Materials on Students' Performance**

The use of a variety of teaching aids/resources can greatly benefit students. This is because the chances of greater perception, understanding, reinforcement and retention of the subject matter may improve. In this consideration, it would appear likely that the inadequacy of school facilities would affect the quality of education and subsequently the student's performance (Ayot and Olembo 1984).

Textbooks are the most important teaching aids/resources. Given its importance it would seem likely that the facility would affect the student's performance. Maundu (1987) says that good performance demands that every school should be equipped with relevant textbooks. He further asserts that the instructional resources play an important role in explaining the wide variation in academic performance among the students enrolled in different types of sec schools.

Therefore, the availability and use of teaching aids/resources could control a certain level of quality of education provided to students. However, schools with abundant material resources may not always utilize them efficiently and consequently fail to raise the student's levels of performance significantly. Other schools with limited resources may utilize what they have efficiently and performance of their students. It could be further stressed that the lack of adequate facilities such as science labs could reduce the number of subjects offered to students in Arid and Semi arid Areas like Kiganjo zone. Although the availability of resources does not guarantee good performance, schools with adequate resources have an added advantage over those without such

facilities. But, how much of these resources are used is more significant than the mere fact that one school and not the other one has them.

On the importance of teaching aids/resources Kombo (1988) found out that there was a significant relationship between the use of teaching aids/resources and the student's performance in the Kenya Certificate of Education (KCE) examination.

There seems to be evidence for research to the effect that the availability of teaching resources make a difference in the achievement of pupils. Mwangi, (1983) investigated factors which influenced achievement in mathematics in Kenya. He found out that availability of materials like cards and dice for teaching "probability" and log paper for teaching concepts such as "co-ordinates" significantly correlated with achievements in Kenya Certificate of Primary Education mathematics. Pupils in Kiganjo zone also need such learning materials to reinforce learning. Their absence might also influence their performance in Kenya Certificate of Primary Education examinations

### **Teachers' Qualifications and Students' Performance**

The school administrative set up may influence the student's performance in Kenya Certificate of Primary Education. Even where students of a given school are of high aptitude and have highly qualified teachers and the required school facilities, good organizations and administrative structures are still invaluable inputs in the learning process because these factors could determine to a very large extent the way in which resources are allocated and how time is shared among students depending on their specific needs (Kombo 1988).

Quoting Wiseman, Kombo (1988) says that;

Large schools attract better headteachers who in turn appoint better assistant teachers who delegate properly and conduct administration which leads to high academic attainment.

Eshiwani (1984) attributes poor results to the "Arm chair headteachers who do not



know what goes on in the classroom”

According to the Ministry of Education (1979), the headteachers behaviour will set the standard for the school. His appearance, punctuality and morality must be beyond reproach, and he should be aware that the way he behaves will be known to all in the school.

The ministry’s manual further ascertains that the fast and rapid expansion of education has led to the appointment of headteachers who did not have experiences to execute their duties efficiently as they expected of them. The manual asserts that:

“The organization and management of a school places great responsibilities on the heads shoulders and demands from him knowledge of office administration, personnel management, educational practice, accounting, and building maintenance”

This shows that headteachers could influence the students’ performance in the national examination. According to Olembo (1977) a headteacher who is frustrated may gamble the energy generated by his/her legal authority in an attempt to crush those in school opposed to his practices if this happens then the teachers efficiency in teaching may be affected.

According to Eshiwani (1984) headteachers are instrumental in performance for they monitor closely all the activities in their schools. As such headteachers should possess the much needed leadership qualities such as commitment and dedication. Headteachers in Kiganjo zone should cultivate such qualities for the academic performance to be improved.

In a survey done by Bangkok Institute for child study in 1966, it was found out that “there was a positive correlation between children’s achievements and the educational qualifications of the teachers and the size of the school (Philips 1966)

Mays et al (1968) concurs with the Philips (1966) saying that “the final outcome depends primarily on the quality of the staff and above all on the skill and

determination of the school administrators.

In a paper presented in a Kenya Heads Association meeting, Eshiwani (1984) noted that "Headteachers and teachers had poor organization of homework for their pupils".

Kabiru and Courts (1985) notes that "Teachers morale is low as they gradually loose social status. Many leave the profession while others engage in private businesses which adversely affect their performance in class.

The educational level of a teacher may also have an implication on the student's performance. Eshiwani et al (1988) indicated that schools in which standard eight pupils were taught largely by teachers with Certificate of primary Education and Kenya Junior Secondary Examination levels of education performed poorly in examinations. Schools which had better results were those with most teachers with Kenya Certificate of Education level of education. This view may not apply in Kiganjo zone since teachers are employed by Teachers Service Commission and must be qualified before being appointed. However in the district the number of qualified teachers may be inadequate, thus forcing School Management Committees s to employ even the unqualified ones. The academic qualifications of the teachers will therefore be investigated.

The training of teachers has a bearing on pupil performance in examinations. Raju (1973) notes that "Most rural schools lack properly trained teachers and have to accept unqualified teachers who may not be a ware of modern trends in teaching methods and curricula. McGregor (1971) in Mworio (1993) notes that lack of English language teachers with requisite skills was the beginning of most of the problems in English language learning. The situation in Kiganjo zone might not be much different.

Kembo- Sure (1983) in his study on factors which influenced achievement in written English composition in primary schools in Thika and Nairobi found out that schools which had enough trained English teachers performed better than their counter parts

which did not have such teacher.

Safari (1982) found out that the distribution of qualified teachers in the primary system in Kenya was an important determinant of the quality of education offered in schools.

### **Chapter Summary**

Availability of teaching aids/resources can influence the student's performance in the exams. Their availability could be crucial in helping the teachers to make the subject less abstract. It is equally important to note that the headteachers teachers and parents could also influence the student's academic performance. However, their influence may vary considerably from region to region with a country. Home environment has been cited as one of the factors which influence the student's performance in national exams (Abeti 1983). However, its influence may vary considerably from country to country, these variations merit further investigation if the academic performance of students from different home environments is to be improved. The study addressed the socio-economic and cultural factors that influenced academic performance in Kiganjo zone.

Although the previous researches have addressed students' academic performance, none of the studies have addressed the factors influencing poor performance in Kenya Certificate of Primary Education Kiganjo zone. Furthermore, previous works have not addressed the social-cultural and economic factors influencing performance in the Kenya Certificate of Primary Education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology used in the study. It describes the research design, research location and target population, sample size and sampling procedure. It also includes research instruments, validity and reliability of the instruments, piloting data collection and data analysis plan.

#### **3.2 Research Design**

The design for this study was a descriptive research to investigate the socio-cultural and economic factors KCPE performance of schools in Kiganjo zone. According to Lokesh, (1984) descriptive research studies are designed to obtain information concerning the current situation and other phenomena and wherever possible to draw valid conclusions from the facts discussed, hence the choice of the design.

#### **3.3 Area of Study**

The study was conducted in Kiganjo zone which is one of the three zones in Gatundu Division. Gatundu Division is one of the five divisions of Thika District in Central Province. Gatundu Division bordered Kamwangi Division to the west, Gatanga Division to the North, Ruiru and Juja to the east and Kakuzi to the North East. It covers an area of about 2100 square Kms. Gatundu Division is predominantly agricultural. There are 58 public primary schools in the division out of which 17 are in Kiganjo Zone (District Development Plan, Thika- 2006).

#### **3.4 Target Population**

The population targeted by the study includes all the 18 public primary schools in Kiganjo zone. The respondents in this study will consist of 18 headteachers and 167 teachers in public primary schools in Kiganjo zone.

### 3.5 Sample and Sampling Procedure

Sampling is a procedure in which a fraction of a group known as a sample is chosen to represent the total population about which generalizations will be made. According to Mugenda and Mugenda (1999) the purpose of sampling is to secure a representative group which will enable the researcher to gain information about a population.

To identify the teachers who were included in the study, stratified random sampling was applied. The population in this study was stratified that is schools form the strata thus the use of the technique was appropriate. Mugenda and Mugenda (1999) assert that stratified random sampling is used to achieve the desired representation from sub groups or strata in the group. In stratified random sampling, subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. According to Orodho (2004) stratified random sampling technique is applicable where the population from which a sample is to be drawn does not constitute a homogenous group. Orodho (2004) further says that in a sample selected in such a way, one is assured that certain subgroups in the population will be represented in the sample in proportion to their numbers in the population itself. Sample selection done this way ensures that there is no biases in the sample drawn since all subjects of the population have equal chances of being selected. In this study schools did not have equal number of teachers thus the adoption of the sampling technique.

From each school, 40% of the teachers will be sampled through random sampling technique. This will yield to a sample of 77 respondents. This will comprise of 67 teachers and 10 head teachers. This sample size represents 40% of the teachers and 56% of the head teachers, which will translate to a total of 42% of the entire target population. Gay (1992) observes that for a descriptive research with a small population, a sample of 20% is considered minimum.

$$\begin{aligned} 40\% \text{ of } 167 &= 67 \text{ teachers} \\ + 10 \text{ head teachers} \\ \text{Total respondents} &= 10 + 67 = 77 \end{aligned}$$

### **3.6 Instrumentation**

The instrument for data in this study was mainly a questionnaire which was constructed by the researcher. The questionnaire was for both head teachers and teachers.

The questionnaire was constructed by setting out all the questions and statements to which responses were given by the respondents. The questionnaire comprised of both open ended and closed ended items. The use of a questionnaire has been preferred because of the relative ease and cost effectiveness with which they were constructed and administered to the respondents. Walker (1985) observes that the use of questionnaires offers considerable advantages in administration. It presents an even stimulus to large numbers of people simultaneously and provides the investigator with a relatively easy accumulation of data. Further, the use of questionnaires allows the respondents time on questions that would require reflection on, to avoid hasty responses (Ogola 2000).

#### **3.6.1 Validity Testing**

Validity is concerned with establishing whether the content of the instrument is measuring what it is supposed to measure. Validity is the degree to which the empirical measure or several measures of the concept accurately measures the concept. Content validity is a non-statistical method which is used to validate the content employed in the questionnaire. For the purposes of this study, the content validity of the instruments will be obtained through the expert judgment of the supervisors. The supervisor will be consulted to provide advice on how the draft questionnaire could be improved to ensure its validity. The supervisor read through the questionnaires and recommended necessary amendments. Going by the supervisor's professional advice, final questionnaires were used in the overall study developed.

### **3.6.2 Pilot Study**

The piloting of the questionnaire were carried out before the commencement of the actual research work. The questionnaire was piloted in two schools in the zone which were purposively selected. These schools were excluded from the actual study. The pilot study gave the researcher an insight on the items that were vague/unclear or unnecessary. Such items were reconstructed or replaced to obtain the necessary information from the respondents.

Mulusa (1990) suggests that any blank spaces, inaccurate responses, inconsistencies and other weaknesses noticed during the pre-test, indicate a need to review the suitability of the instrument.

During piloting, the researcher delivered the questionnaires to the pilot schools and with the permission of the headteacher; the researcher left the questionnaires with 10 teachers who were randomly selected. The researcher collected the completed questionnaires personally after two days for analysis.

### **3.7 Data Collection Procedure**

After getting the go a head to start the research from the university, the researcher obtained a permit from the Ministry of Education authorizing him to conduct the research.

During the actual study, the researcher made one visit to each of the schools selected. During the visit, the researcher distributed the questionnaires to the headteachers and teachers who were had been selected for the study. The researcher waited for them to fill the questionnaires. The researcher didl not use the services of research assistants and therefore he collected all the completed questionnaires himself.

### **3.8 Data Analysis**

Data analysis involved both qualitative and quantitative analysis. After sorting the completed questionnaires, the researcher embarked on data analysis. Data analysis was

done through developing frequency distributions, calculating percentages and tabulating them appropriately. Kerlinger (1964) in Obafemi (1998), points out that analyzing survey research includes coding, tabulating responses, translating the responses into specific categories, recording them appropriately and computing them using appropriate statistical ways. For the proposed study the researcher adopted the above approaches of data analysis.

Responses from open-ended items in the questionnaire were analysed qualitatively. Qualitative analysis of data involved developing coding categories as a way of analysing the data. Orodho (2004) observes that, for small samples of up to 65 respondents, the mechanics of coding are fairly simple; coding can be done by direct counting from the questionnaire. This was done in this study since the respondents are slightly more than sixty five.

For the objective items data was first organized in terms of percentages according to categories on the Likert type responses. Thus, responses were tabulated on the basis of how many; Strongly Agreed (S.A), Agreed (A), how many were Not Sure (NS) Disagreed (D) or Strongly Disagreed (S.D) respectively, and presented as percentages of the total number of responses. These were further condensed into broad groups of 'Agree', (for S.A and A), "Not Sure" for (NS) and 'Disagree' (for D and S.D). This was useful for cases where the analysis would not be conclusive enough. Each response was scored on a scale of 1 – 5 points.

### 3.9 Data Interpretation

The raw scores were used to compute the mean score for all respondents per item using the formula.

$$\bar{x} = \frac{\sum X}{n}$$

Where

$\bar{x}$  = mean score of all respondents on a statement.

$\sum X$  = Sum total of all scores completed for all the respondents on items.  $n$  = the number of respondents who completed the



questionnaire.

These mean scores were then compared to the Standard mean (mid- point) per item. The standard mean per item statement was computed using the formula

$$\frac{\sum X}{N}$$

Where  $\sum X$  = Sum of response scores i.e.  $5 + 4 + 3 + 2 + 1$   
 $N$  = the possible responses i.e. 5 responses.

Therefore the standard mean (mid- point) is  $\frac{5 + 4 + 3 + 2 + 1}{5} = 3$

The mid- point ('neutral point') was used to make the decision whether the respondents in general had a positive or negative view in response to each item. A respondent's mean score of above 3 was considered as being in the positive (tending towards 'agree') while that below 3 was seen as negative ('disagree'). The further away from 3 the stronger the responses will tend towards the extremes of S.A or S.D. The analysis of the data from the questionnaire was organized to address the research questions.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this study was to investigate and establish the factors responsible for influencing learners performance in KCPE.

The objectives that guided the study included;

- i. To find out whether the gender of a student affects the students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- ii. To find out whether parent's educational background affects students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- iii. To find out whether parents' income/occupation affects students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- iv. To find out whether availability of instructional materials affect students' performance in the Kenya Certificate of Primary Education in Kiganjo zone.
- v. To find out whether the qualification of teachers affect students' performance in Kenya Certificate of Primary Education in Kiganjo zone.

This chapter therefore presented the background characteristics of respondents which had a bearing on performance. An analysis was made on each of them, and interpretations done as follows;

#### **4.1 Background characteristics of respondents which have a bearing on students' performance.**

##### **4.1.1 Qualification of teachers**

A number of education scholars now agree that the quality of teachers has a great influence on the performance of learners in class. Raju (1973) was compelled to comment that most rural schools lacked properly trained teachers and had to accept the untrained teachers who were not aware of modern trends in teaching methods and curricular.

**Table 2: shows the distribution of teachers according to their qualifications**

Teacher qualification	Frequency	Percentages
S.1	17	29.8
P.1	25	43.8
P.2	-	
ATIV	10	17.5
AT III	1	1.7
Did not specify	1	

**Source: Field data 2008**

Out of the 57 respondents interviewed about 30% of them were S.1 teachers. 44% of them were P1 teachers; none of them was a P.2 teacher, 17.5% of them were AT IV teachers; 2% of them had AT III. One teacher however did not specify. Quite evident from the above findings the majority teachers teaching in most primary schools are certificate holders. This can be linked with poor performance in most primary schools.

#### **4.1.2 Gender of learner and performance**

Gender which is the socially constituted difference between women and men has always disadvantaged the female. A woman is regarded as the "subordinate gender". In situations where families are living in poverty yet they have to meet to the children's educational needs, parents have tended to prefer boys education than that of girls. This has had a greater impact on the girl child's educational attainments and expectations.

Keeves (1973) projected the girls consistently performing less than boys, specifically in mathematics and science. This study investigated the following aspects as related to gender grasping of educational content, parents expectations, and involvement in domestic chores.

#### 4.1.3 Gender ability to grasp subject content

The researcher sought to find out from teachers about which sex could grasp faster.

**Table 3: Presents the distribution of teacher's responses about the learner's ability to grasp according to gender.**

Responses	Frequency	Percentage
Strongly agree	11	20
Agree	16	28
Not sure	09	16
Disagree	12	21
Strongly disagree	09	16
Total	57	100

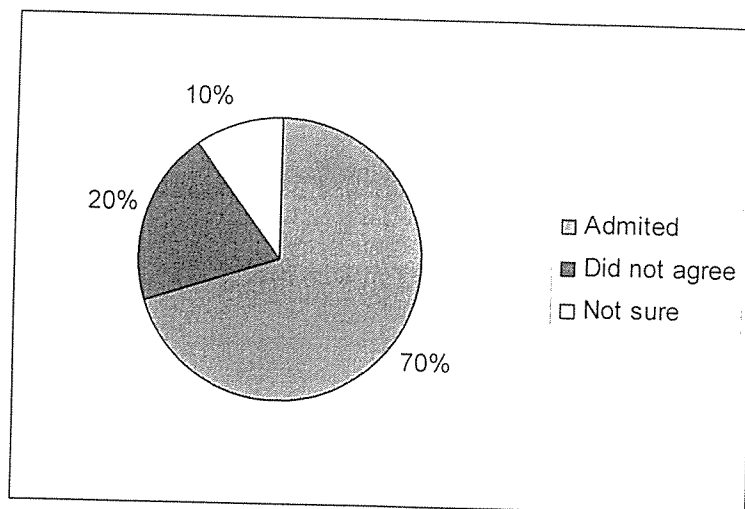
**Source field data 2008**

Table 2 shows that 48% of teachers agreed that boys grasped more content than girls, 37% of the teachers disagreed, 16% were however not sure if the boys were any clever than girls. The above findings indicate that teachers are fully aware that boys grasp more than girls. This reflects the gender insensitivity of almost half of the teachers. The other half of teachers who did not agree together with those who were not sure reflected the lack of understanding of stereotypic tendencies. This agrees with Vision 2025(1997).

#### 4.1.4 Gender and distribution of household duties

According to Okwatch et al (1997) in poor households, girls labour is considerable at an early age. From various sources girl children tend to be assigned more house work than boys. In this study teachers' views were gathered to check the validity of this assumption.

**Figure 2: shows the distribution of respondents according to their responses about the distribution of household duties.**



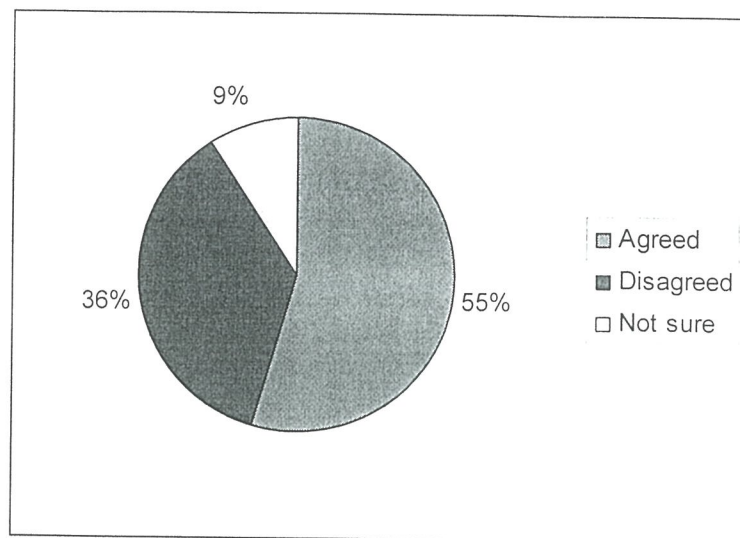
**Source field data 2008**

The above findings show that 70% of the teachers admitted that girl children are given more house hold work than boys, 20% of the teachers did not agree and the 10% were not sure. This finding reflects that girls coming from such families do not have enough time to concentrate on their studies hence the poor performance. This could be the reason as to why boys are performing better because they have more time to practice and even complete their assigned tasks.

#### **4.1.5 Parents expectations of their children and performance**

When addressing gender issues Ngarogo (1998) clearly spelled out that parents had high expectations for boys than girls and proceeded to note that in cases of making choice they would prefer boys education.

**Figure 3: shows the distribution of teachers responses about the parents expectations for both boys and girls**



**Source field data 2008**

Findings from the above figure showed that 30 teachers agreed that parents had high expectations for boys than girls; 20 of them however disagreed and 5 of them were not sure. These opinions throw light on the researchers who proposed that due to culture boys are favoured more than girls. This lowers the girls urge to pursue education with determination this could be the reason as to why they are performing poorly.

## **4.2 Parents Economic status**

Douglas (1974) suggested that the family's economic status had an influence on the pupils performance. In this study the researcher focused on the level of family income, the pupils who get "pocket money" and those who are not given.

### **4.2.1 Parents level of income and academic performance.**

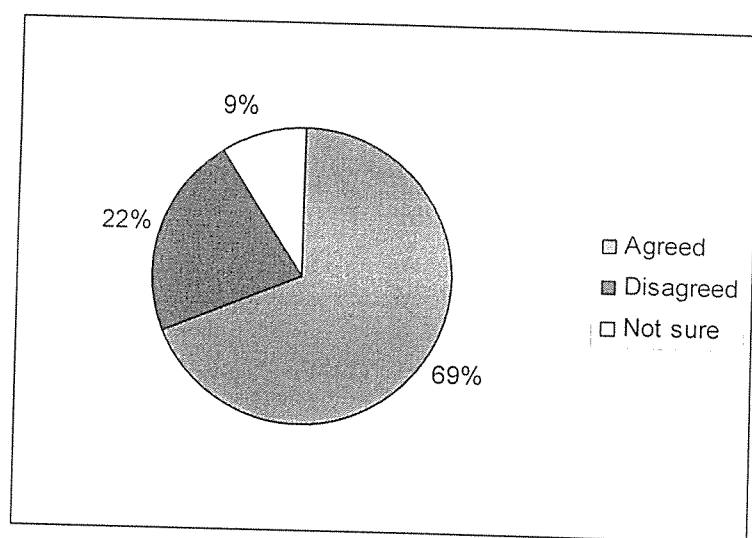
Some educational experts agreed that limited resources among families have adverse effects on their access to education. Vision 2025 (1998) suggested that even after entry to education the childrens efforts to learn are hampered by shortages in ; properly



qualified personnel, appropriate learning and teaching materials, equipment and physical facilities and incentives for career selection.

In the following analysis teachers' view were sought about the influence of parents level of income and performance of learners.

**Figure 4: presents the teachers response on the influence of family income and children's performance in school.**



**Source field data 2008**

Out of the fifty seven teachers, 68 % of them agreed that the level of family income impact the learners' performance; 22% of them disagreed, and 9% of the teachers were not sure. These findings concur with the citation of Ngaroga (1997) and the Ugandan Vision 2025 (1998).

### **Provision "pocket Money" and children's performance**

By pocket money the researcher meant the money that is given to children for buying snacks while at school. The researcher wanted to know from the teachers whether this could influence the performance of learners.

**Table 4: shows the distribution of teacher's response on whether extra money influences children to work hard.**

Children given pocket money perform well	Frequency	%
Strongly Agree	15	26
Agree	12	21
Not sure	13	23
Disagree	12	21
Strongly disagree	04	7
Did not respond	1	2
	57	100

From the above table 47% of teachers agreed that pocket money can influence the learners to perform better, 28% of them however disagreed, and 7% were not sure. This distribution of responses reflects a weak relationship between good performance and pocket money.

#### **4.2.2 Non provision of "pocket Money" and the performance**

In order to compare responses another question was asked to establish if those children who did not have pocket could perform any better.

**Table 5: shows the teachers' responses about non provision of pocket money and learners performance**

Children who do not get pocket money perform well	Frequency	%
Strongly agree	5	9
Agree	11	19
Not sure	13	23
Disagree	23	40
Strongly Disagree	05	9
Total	57	100

**Source field data 2008**



Out of the 57 teachers 28% of them agreed that children who not get pocket money performed well. 49% of the teachers however disagreed, and 23% of them were not sure. This finding also reflect a luke warm relationship between performance and pocket money.

### 4.3 Parents Educational Background and student's performance

Abeti 1983 expressed his concern about the performance in examination.

According to Abeti the differences between schools and teacher have little influence on academic performance as compared to the differences between parents.

#### 4.3.1 Good parents and good performance of learners

This analysis began on a note that those children who perform well are encouraged by parents.

**Table 6: shows the teachers responses on whether children perform well due to influence of parents**

Children perform well because of parents	Frequence	%
Strongly Agree	23	40.3
Agree	19	33.3
Not sure	05	9
Disagreed	05	9
Strongly disagreed	6	11
Total	57	100

**Source field data 2008**

Out of the 57% teachers 73% of them agreed that most children who perform well were influenced by parents, 30% refused and 9% were not sure. This clearly indicates that good parents positively influence their children's performance. Therefore is a child

is from a family with a good educational background then that child could perform better.

#### **4.4 The use of instructional Material and performance of learners**

According to Ayot and Olembo (1984) the use of instructional materials increases chances of learners perception, understanding, reinforcement and relation of subject matter.

In this analysis the researcher collected the teachers views on the influence of instructional materials on performance of learners.

**Table 7: shows the teachers responses on whether good performance of learners was due to instructional materials.**

	Frequency	
Strongly Agree	27	47
Agree	21	37
Not sure	3	5
Disagree	4	7
Strongly agree	2	2
	57	100

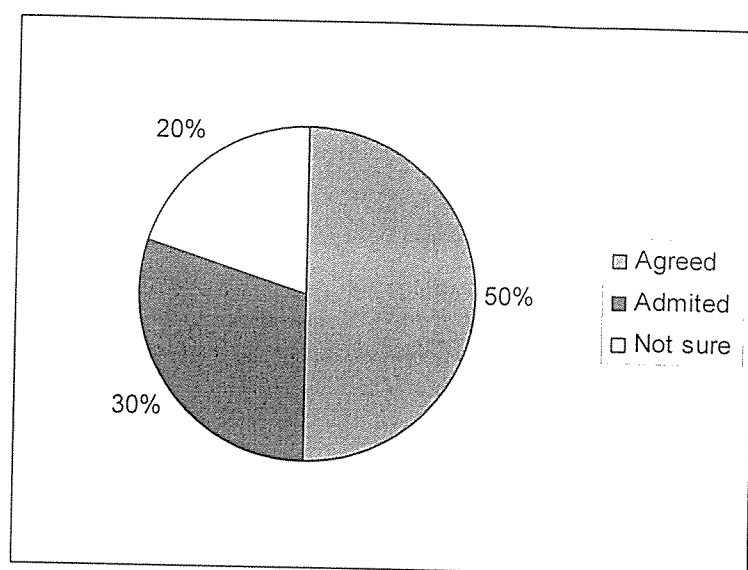
**Source field data 2008**

Findings show that out of the 57 teachers 84 of them agreed that the use of instructional material had a great influence on learner performance. 9% of the teachers however disagreed and 7% of them were not sure. This highlights the awareness of teachers of the need to reinforce the content with the help of teaching learning aids. It shows that they attach value to the use of instructional material and believe they could help in improving upon academic standards.

#### 4.5 Availability of teaching learning resources

This study sought to establish from teachers where the teaching learning revealed resources available to support teaching and learning.

**Figure 5: Shows the teachers responses about the availability of teaching aids**



**Source field data 2008**

From the figure above, 50% of the teachers agreed that they used teaching aids and that they were available; 30% of the teachers admitted that there were no teaching aids in school and 20% said they were not sure. This shows that much as the teachers were aware of the value of reinforcing learning, they could not use. This could have an adverse effect on the learners performance in KCPE.

## **CHAPTER FIVE:**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The preceding chapters investigated and analysed the factors influencing children's performance in Kenya Certificate of primary examinations. The investigation focused on qualification of teachers, the family background of learners specifically; the income level, occupation and educational status of their parents, the availability and use of teaching learning aids. This chapter summarised the findings, discussed then and recommendations were made.

#### **5.2 Summary of findings**

**Quality of teachers and learners performance.** The training of most teachers was lowly with a greater number having certificates. Such qualifications do not adequately facilitate good performance in KCPE. This finding agrees with what Eshiwani et al (1988) had cited.

**Gender and learners performance.** It was discovered that a greater number of teachers were themselves gender biased and stereotyped the girl child.

In many cases teachers turned out to be gender insensitive when they contributed that boys grasp faster than girls. This proved that they were responsible for worsening the stereotypic thinking of girls to be a subordinate gender. Such a thinking of teachers lowers the girls educational expectations and hence discourages their performance. This finding agrees with what was cited by Ngaroga (1997) when addressing gender issues. It also agrees with the Uganda government report vision 2025 (1997).

Further more when an analysis was on made about the distribution of household duties

it was established that majority of teachers were aware that girls from poor households were assigned more duties than boys. This denied them ample time to concentrate on their academic assignments. This concurs with Eshwani (1984) who noted that persistent absentees and truants came from low social-class families. This has further regarded it as a form of antisocial-behaviour.

A number of teachers also expressed their views that parents tend to favour boys more than girls. This lowers their educational expectations and hence their low performance. This concurred with Ngaroga (1997); Uganda Vision 2025 (1997).

**Instructional materials and performance.** It was established that there was a great influence of instructional materials on the performance of learners, according to the teachers. The teachers themselves proved to be aware of the value of using teaching learning aids as advised by educational researchers such as Ayot and Olembo (1984).

Kombo (1988) also had the same view when he identified a significant relationship between teaching/learning resources and the pupils performance in KCE.

**Parents educational attainment and performance.** In this study it was established that parents greatly influenced their children's academic performance by encouraging them and helping them accordingly. This agreed with Abeti (1983). But this variable was greatly affected by the socio-economic status of parents. Some parents could be among those with stereotypic tendencies who instead discourage their children. There is also another category of parents with low educational attainment, who can not help their children because they know little. The parents influence on the children's performance therefore depends on their educational attainments.

**Parents economic status.** Findings revealed that the economic status of parents had a great influence on the children's performance. This agreed with the Uganda Vision 2025(1998) which highlighted that limited resources had an access to education and went on to state that the children's efforts to learn were hampered by shortages in

properly qualified personnel appropriate learning and teaching materials. Pupils are therefore performing poorly because they lack the relevant resources to support their learning. Their parents are unable to facilitate their children with educational equipment because they are poor.

### **5.3 Conclusion**

A sound education is both an aspect and an index of national development of Kenya. Educational provides the stimulus for activating latent potential of the population a driving force behind national development. The attainment of the essential goals of education will however largely depend each stake holder's desire and willingness to play his/her part to support education. The government however has a heavier task to try and support educational institution sand most especially the primary since they are a foundation. Poor performance in KCPE signals some challenges in laying the foundation for economic growth and development. Schools and teachers themselves have little influence on the academic achievement of learners compared to the family background of children. This is where government should put focus and find lasting solutions.

### **5.4 Recommendations**

From the above study the researcher recommends that teachers go for upgrading since their qualifications are merely basic. They have the basic knowledge and skills but they can be more effective, productive and innovative with more training. Government may not be in position to train them but should encourage them and give them time to undergo in-service training.

Teachers should be further encouraged to use teaching/learning aids. However training will further equip them with knowledge and skills to formulate relevant resources when teaching specific concepts to specific learners in specific learning situations.

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**APPENDIX I**  
**INTRODUCTORY LETTER**

**Dear Respondent**

Am a of Bachelor of Education student at The Kampala International University conducting an investigation into the factors leading to poor performance in KCPE among pupils in Kiganjo zone, Thika district; Kenya.

I am humbly requesting you to spare apportion of your precious moments to complete the attached questionnaire. The responses you provide will be used only for the purpose of this study. Be assured that your responses will be treated confidentially, and in order to ensure this, you may or may not write your name or the name of your institution anywhere in the questionnaire. This is not a test and hence, there is no wrong or right answer. What is required of you is simply to provide honest and adequate answers according to the instructions given in the questionnaire.

Yours Sincerely

Bernard K. Kiiru

## APPENDIX II

### QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

#### Part A: General Information

1. Please indicate your gender

Male

☐

Female

☐

2. Indicate your highest professional qualification

MED

☐

BED

☐

S1

☐

P1

☐

P2

☐

Any Other (Specify).....

3. When was the school started? .....

4. How many teachers does the school have?.....

5. How many students does the school have? Boys..... Girls.....

#### Part B

Please tick ☒ the number of the response on the right hand side which clause reflects your opinion.

S.A 5 points

A. 4 points

NS 3 points

D 2 points

SD 1 point

#### KEY

S.A Strongly Agree

A Agree

NS Not sure

D Disagree

SD Strongly Disagree

## GENDER OF A STUDENT

1. Boys grasp ideas faster than girls and hence perform better than girls.  
{ }
2. Girls have less time for personal studies than boys  
}
3. Parents expect boys to perform better than girls in Kenya Certificate of Primary Education examinations  
{ }
4. Parents assign girls more household duties than boys thus denying them the much needed time for studies  
{ }

## FAMILY'S INCOME/OCCUPATION

5. A family's level of income impacts on a pupils academic performance  
SA A NS D SD  
{ }
6. Students who have been given a lot of pocket money do not do well in academics  
{ }
7. Students who do not have pocket money do well in academics  
{ }

## PARENTS' EDUCATIONAL BACKGROUND

8. Most of the students who do well are pressurized by their parents /guardians to work hard  
SA A NS D SD  
{ }
9. Educated parents influence their children positively and hence perform well in academics  
{ }

{ }

## AVAILABILITY OF INSTRUCTIONAL MATERIALS

10. Lack of adequate teaching materials has contributed to poor academic performances.

{ } { } { } { } { }

{ }

11. Those who do well in school are either gifted or Have the required learning materials

{ } { } { } { } { }

## TEACHERS' QUALIFICATIONS

12. Teachers' qualifications determines the performance of pupils in national exams

{ } { } { } { } { }

13. Teachers in Kiganjo zone are professionally qualified to serve as teachers

{ } { } { } { } { }

14. Teachers in Kiganjo zone are academically qualified to serve as teachers

{ } { } { } { } { }

## OTHER FACTORS

15. Bad company among pupils lead to poor academic Performance

{ } { } { } { } { }

16. Most students who perform poorly do not take their school work seriously.

{ } { } { } { } { }

17. Most students do not see a reason why they should struggle in school because they have enough to inherit

{ } { } { } { } { }

18. Students whose parents still observe traditional practices do not do well academically

{ } { } { } { } { }

**PART C:**

**Instructions:**

**Answer each question accordingly**

19. What would you aspire for your students to do after KCPE? (Tick appropriately)

To look for a job

☐

Help their parents at home

☐

Join secondary school

☐

20. Does the school have adequate:

(a) Workshops

Yes [    ]    No [    ]

(b) Home science rooms

Yes [    ]    No [    ]

(c) Demonstration farm

Yes [    ]    No [    ]

(d) Classrooms

Yes [    ]    No [    ]

(e) Teachers' houses

Yes [    ]    No [    ]

21. Would you say that students in your school are interested in education

Yes [    ]

No [    ]

Give reasons.

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.....

.....

22. What are you doing to motivate your students to perform well so as to realize aspiration for high performance?

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23. What are the cultural factors that influence academic performance in your school?

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24. What are some of the socio-economic factors that influence academic performance?

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25. What are some of the school based factors that influence academic performance in your school?

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26. What strategies have you employed to develop student's interest in academic performance?

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27. Does the community support you towards this end?

Yes ☐

No ☐

28. Are there other social groups or NGOs that work in collaboration in promoting academic performance?

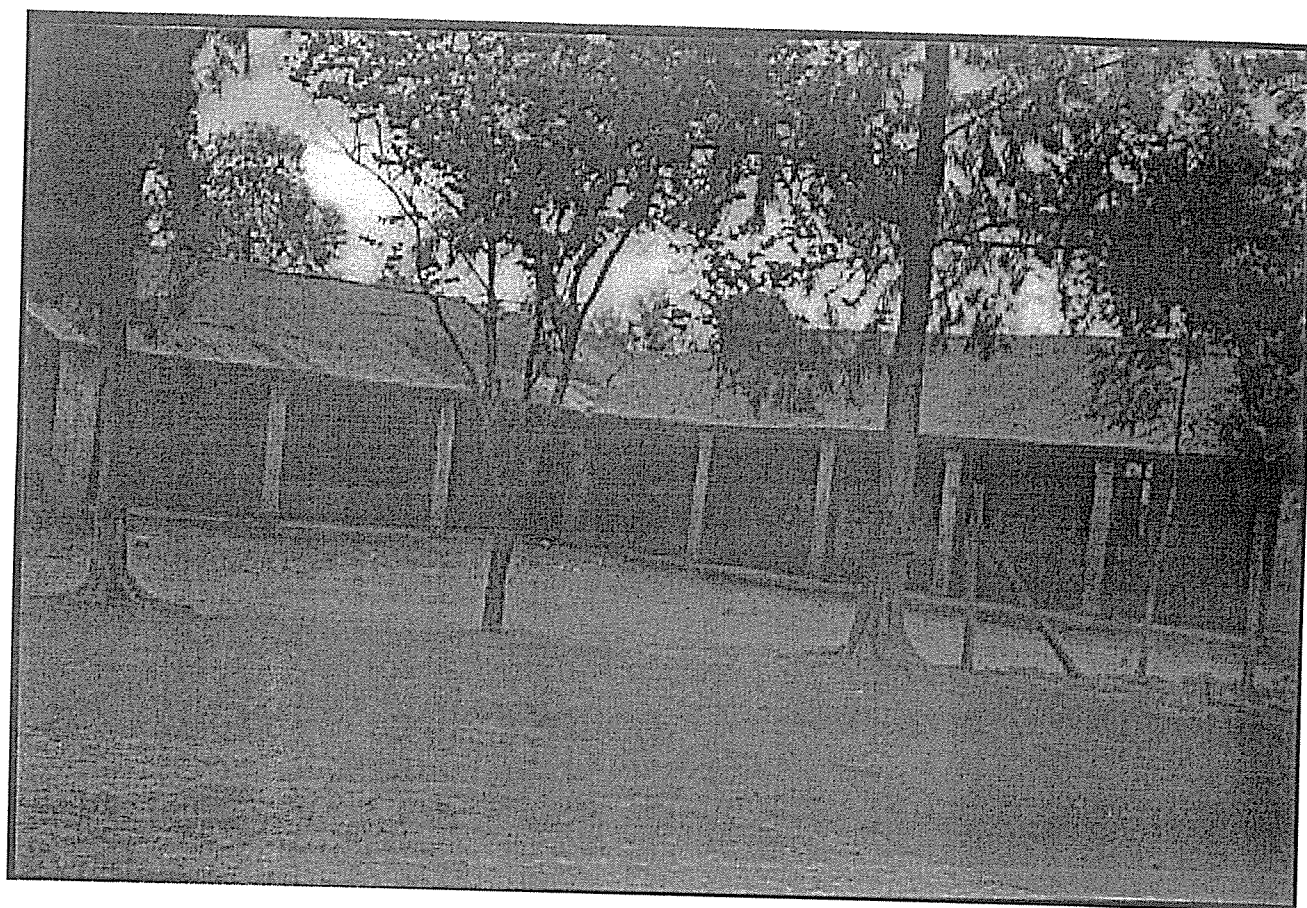
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**APPENDIX III**  
**SIDE VIEW OF ONE OF THE SAMPLED SCHOOLS**



**THARA PRIMARY SCHOOL:**

## APPENDIX IV

### PUPIL'S ENROLMENT IN KIGANJO ZONE-2007

	School	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Tota l	No of Teachers
1	Gathiru	45	43	38	36	37	35	28	39	301	8
2	Gitari	22	28	33	29	32	37	30	39	250	8
3	Karangi	57	49	44	42	43	35	36	41	347	8
4	Kagera	31	24	41	46	45	36	45	46	314	8
5	Gachika	62	57	46	59	51	50	56	72	453	12
6	Thaara	54	69	49	70	63	70	68	46	489	12
7	Gicheru	38	47	36	40	46	38	37	32	314	8
8	Kiamworio	48	42	53	46	51	47	54	73	414	10
9	Kigaa	71	79	32	77	72	82	63	84	560	12
10	Nembo	54	52	53	101	87	88	86	81	602	13
11	Ucekeini	91	66	67	89	81	75	95	75	639	13
12	Kiamwangi	52	51	44	72	38	42	51	45	395	9
13	Kiawandiga	37	30	34	35	37	31	32	35	271	8
14	Ndundu	41	75	70	96	93	72	118	110	675	15
15	Kiganjo	101	117	81	91	109	38	99	85	721	15
16	Roi	46	46	38	32	32	25	27	22	268	8
17	Gatitu	64	68	59	65	82	76	63	58	535	10
18	Muhoho	23	36	40	44	38	25	36	35	277	8
										7825	185 (Head teachers included)

## APPENDIX V

### SKETCH MAP SHOWING THE EDUCATIONAL ZONES IN GATUNDU DIVISION

