

**FACTORS AFFECTING ACADEMIC PERFORMANCE IN PRIMARY
SCHOOLS IN ILDAMAT LOCATION KAJIADO
DISTRICT, KENYA**



BY

DAUDI NATHAN KOBAAI

BED / 10832 / 61 / DF

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF CONTINUING AND
DISTANCE STUDIES IN PARTIAL FULFILMRNT OF THE REQUIREMENT
FOR THE AWARD OF BACHELORS DEGREE OF EDUCATION
IN SPECIAL NEEDS OF KAMPALA
INTERNATIONAL UNIVERSITY**

AUGUST, 2008.

DECLARATION

I, **DAUDI N. KOBAAI**, do hereby declare that this research report is my original work and has never been submitted to any University or college for any award where the works of others have been cited, acknowledgement has been made.

SIGNATURE.....

DATE.....27TH AUGUST 2008.....

APPROVAL

I certify that the research report submitted by the candidate was done under my supervision.
His work is ready for submission for the award of the Degree of Bachelor Education in special
needs Education.

Supervisor

Sign; 
WOMUZUMBU MOSES

Date 12/08/08

DEDICATION

I dedicate this project to my sweetheart Mrs. Lucy Daudi, my three sons Brian, Frank and Marx, lastly and not least my beloved daughter Sonia Sirintai. They have been my foundation of strength and pillars of my firm virtues.

ACKNOWLEDGEMENT

I would like to acknowledge the participation, assistance and support I received wholly or partially from time to time from different people during the time I was writing this project.

To begin with, I would like to thank my project supervisor, Mr. Wamuzumbu for his tireless, unreserved guidance and intellectual support he granted me during the time of both the proposal and the project writing.

My sincere gratitude goes to the teachers, pupils and the heads of schools in Ildamat Location in Kajiado district, from where I collected the data.

I would not forget to thank my sponsors, my wife Mrs. Lucy Daudi, Dupoto-e-Maa and Kajiado Central Constituency Development fund for the financial support in my studies.

I would also like to send my heartfelt congratulations to my parents and friends for their emotional back up that saw the successful completion of this project.

May our Almighty God bless you.

Once again; thank you all.

ACRONYMS

ASAL	Arid and Semi-Arid Lands
CKRC	Constitutional of Kenya Review Commission
D EC	District Education Commissioner
DEB	District Education Board
EFA	Education for All
FGC	Female Genital Cut
FPE	Free Primary Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
MOE	Ministry of Education
PDN	Pastoral Development Network
PTA	Parents Teachers Association
SARDEP	Semi-Arid Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund.
UPE	Universal Primary Education

DEFINITION OF OPERATIONAL TERMS

For the purpose of this study, this terms are defined operationally;

Basic Education	Encompasses both Primary and lower secondary education
Inspection	Refer to a careful examination of something to find out about it.
Enrolment	Refers to the number of pupils in school or class at a given time

Location	Refers to an administrative area under the jurisdiction of a chief. It is sub-divided into divisions known as Sub-location which an assistant chief is in charge of.
Mean score	Refers to the mean grade or the total marks attained by learners divided by the number of persons who did that exam.
Moranism	The stage which young Maasai men undergo after initiation
Poor academic performance	To attain marks below 50 out of a hundred in a given examination.
Primary education	Level of formal education which precedes secondary education cycle. In Kenya it takes 8 years in Primary school for a pupil to sit for Kenya certificate of primary education (K.C.P.E)
Pupils academic performance	It refers to the grades a standard 8 pupil has attained in the KCPE as indicated by his / her mean score.
School administration	Refers to day to day running of the school by the head teachers, deputy head teacher and other teachers.
Supervision	Refers to the act of supervising someone or to the act of Observing with an intention of correcting advising someone as he or she does something.
8-4- 4 Systems of education	Refers to a system of education recommended by Mackay Report, (1981) which encompasses 8 years of primary 4 years of secondary and 4 years of university education.

TABLE OF CONTENTS

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Definition of operational terms.....	v
Table of contents	vii
List of Tables and Bar Graphs.....	ix
Abstract.....	xi
 CHAPTER ONE.....	 1
INTRODUCTION.....	1
1.0 General introduction.....	1
1.1 Background of the study.....	2
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	3
1.4 Objectives of the study.....	4
1.4.1 General objective.....	4
1.4.2 Specific objectives	4
1.4.3 Research questions.....	4
1.5 Scope of the study	4
1.6 Significance of the study.....	4
1.7 Delimitations	5
1.8 Limitation.....	6
 CHAPTER TWO.....	 7
LITERATURE REVIEW	7
2.0 Introduction.....	7
2.1 School Related Factors That Influence Performance.....	7
2.1.1 Teachers Staffing.....	7
2.1.2 School Administration	8
2.1.3 Motivation	9
2.1.4 Teachers Housing.....	10
2.1.5 School Facilities, Teaching And Learning Resources.....	11
2.2 Factors Out Side The School.....	12
2.3 Factors Related To Inspection.....	14
2.5 Social Culture Factors Influencing Academic Performance	15
2.5 Economic Factors Affecting Academic Performance In Kajiado [Asal] Areas.....	16
 CHAPTER THREE.....	 17
METHODOLOGY.....	17
3.0 Research Design.....	17
3.1 Environment	17
3.2 Respondents.....	17
3.3 Instruments	17
3.3.1 Data Collection Procedure.....	17
3.4 Data Analysis And Presentation.....	18
3.4.1 Statistical Treatment Data.....	18

CHAPTER FOUR	19
4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA.....	19
4.1 Introduction.....	19
CHAPTER FIVE	41
5.0 DISCUSSION, CONCLUSION AND RECOMMENDATION.....	41
5.1 Discussion.....	41
5.1.1 Cultural Practices	41
5.2 Conclusion	44
5.3 Recommendation.....	45
BIBLIOGRAPHY	49
APPENDICES	52
APPENDIX A: QUESTIONNAIRES.....	52
QUESTIONNAIRE I: TEACHERS QUESTIONNAIRE	52
QUESTIONNAIRE II : Pupils questionnarraire	55
APPENDIX B: TRANSMITTAL LETTERS.....	57
I) Transmittal letter for the zonal officer.....	57
II) Letter to the respondent	58
APPENDIX C: TIME FRAME	59
APPENDIX D: MAPS	60

LIST OF TABLES AND BAR GRAPHS

Table 1.1: KCPE Performance in Ildamat Location for the last 3 years.....	2
Figure 1: Teachers and Pupils settlement areas.....	10
Table 4.1 The teachers age bracket	19
Table 4.2. The profile of teachers professional qualification	20
Table 4.3. The profile of Teachers Professional experience.....	21
Table 4.4 A Table showing care-takers of pupils at home	22
Table 4.5. Occupational status of parents.	23
Table 4.6. Teacher's Assessment and Monitory Table	24
Table 4.7: Importance of Assessment.....	25
Table 4.8 Relationship between cultural practices and poor academic performance	27
Performance	27
Table 4.9: Participation of School boys in moranism (Cultural Practices).....	28
Table 4.10: Effects of Moranism.....	28
Table 4.11. Female Genital Cut Practices.....	29
Table 4.12 Cultural practices.....	30
Table 4.13: Poor administration and management of schools.....	31
Table 4.14 Parents Ignorance.....	32
Table 4.15 Poverty as a factor affecting academic performance.....	33
Table 4.16: Child Labour.....	34
Table 4.17 Lack of role models in the area.....	35
Table 4.18 Peer Influence / Pressure.....	36
Table 4.19: Truancy	37
Table 4.20: Effects of Moranism Practice	37
Table 4.21 Factors that cause poor academic performance.....	38
Table 4.22: Community focus towards poor academic performance.....	39
Bar graph 4.1 Teachers age bracket	20
Bar graph 4.3 Teachers professional experience	22
Bar graph 4.4 caretakers of pupils at home.....	23
Bar graph 4.5: Occupation status of parents.....	24
Bar graph 4.6 Teachers assessment and monitoring	25
Bar graph 4.7 Importance of assessment.....	26

Bar graph 4.8 Relationship between cultural practices and poor academic	27
Bar graph 4.9: Participation of school boys in Moranism	28
Bar graph 4.10: Effects of Moranism.....	29
Bar graph 4.11: Female genital cut.....	30
Bar graph 4.12 Cultural practices.....	31
Bar graph 4.13 : Poor Administration and management of schools.....	32
Bar graph 4.14: Parents ignorance.....	33
Bar Graph 4.15: Poverty as a factor affecting academic performance.....	34
Bar Graph 4.16 Child labour.....	34
Bar graph 4.17: Lack of role models in the area	35
Bar graph 4.18: Peer influence / pressure	36
Bar graph 4.19: Truancy	37
Bar graph 4.20: Effects of moranism practice.....	38
Bar graph 4.21: Factors that cause poor academic performance.....	39
Bar graph 4.22: Community focus towards poor academic performance.....	40

ABSTRACT

This study was conducted in Ildamat location in Kajiado District between January, 2008 and November, 2008. The aim of the study was to observe the factors contributing to poor performance in K.C.P.E in Primary schools in the Location.

The specific objective were to determine factors that influence academic performance, to evaluate root causes of these factors, to determine the obtrusive cause and to come up with strategies and conclusions from which recommendations are to be made to both the government and other stakeholders to make important decisions.

The study employed by both qualitative and quantitative design in which data was collected once through a structural questionnaire with some open and closed ended questions. A total of sixty four (64) respondents were involved in the study in which 67% were pupils and 33% was a composition of heads and teachers. Stratified random sampling was used to get the intended respondents. Descriptive statistics such as frequencies percentage and tabulation were used to summarize the information.

Results show that some out-dated cultural practices, parent's ignorance, truancy and poor school administration and management are the leading primary factors of social unrests specifically poor academic performance in the primary schools.

This study wishes to recommend strategies vital for the enhancement of proper administration and management and sound leadership in the schools, up-dated cultures, traditions and focused parents.

The study observes that proper monitoring and supervisory services to be scrutinized in the schools in order to realize meaningful academic and intellectual advancement in the society and in the entire region.

CHAPTER ONE

INTRODUCTION

1.0 GENERAL INTRODUCTION

Ildamat location is a sub-location in Kajiado district in Rift valley province of Kenya. Kajiado is located at the southern part of Rift valley. It's bordered by the republic of Tanzania to the south-west, Taita Taveta district to the south-east, Makueni and Machakos district to the east, Nairobi to the north-east, Kiambu and Nakuru to the north and Narok district to the west.

The district covers an area of 21,905.9 sq km divided among 7 administrative divisions namely; Central, Namanga , Magadi, Isenya , Mashuru, Ngong and loitoktok.

Ildamat location is in central division of Kajiado district. It covers an area of approximately 200 sq. km and is divided into 3 sub-locations namely; Olkiloriti, Esukuta and Oloyiankalani. According to Kenya bureau of statistic, the population recorded in the area in 1999 census was 3,158 persons. Male were 1,571 while female were 1,587. Oloyiankalani sub-location had 1,235 persons, Esukuta had 792 and Olkiloriti had 1,131.

The location comprises of four primary schools namely; Oloyiankalani, Oloosuyian, Esukuta and Paranae. They are all public day schools. The enrolment rate is high in lower primary, but as pupils progress to middle and upper classes the enrolment decreases. The completion rate is very low and even those who go through they come out with marks below average.

This triggered the researcher to come up with this study. The stake holders have been addressing these issues, but little did they know that there are under laying (extrinsic) factors that hold the academic performance below par. Non-government organization called Dupoto-e-maa has championed the rights of the residents of Ildamat location who are pastoralist to participate fully in the education of their children. This organization form an initiative called *Action group* which comprises of school head teachers, location chiefs and school chairmen. This group had a vision of improving the academic performance of the area. At first they yield some success but later they failed. Therefore there are a lot of hindrances that exit making academic performance a big challenge to the concern stake holders. This has necessitated the researcher to determine the minor and major causes of poor performance of pupils in Ildamat location.

1.1 BACKGROUND OF THE STUDY

Education is every child's right. It equips them with knowledge and skills they need to realize their potentials and to protect themselves from harm. The better quality of life education brings, translates into huge benefits for the society. That's why education is essential to the development of a country. However, some communities are far too often left behind. If this continues, such progress will never be realized.

Academic performance is a concern of people in all education circles globally. Curriculum planners and implementers narrow their broad goals so as to better academic performance which leads to a brighter and progressive life.

Kenya Certificate of Primary Education (KCPE) has been the main measure of summative achievement of primary school pupils in Kenya. Down the line district education boards do analyses their pupil's results to find out their performance in comparison with the national score.

In 2007 Kajiado district registered 8,207 class eight candidates of which 4,581 were boys and 3,626 were girls. The district mean-score was 261.13. Ildamat location of Kajiado district registered 74(0.9%) candidates. The location mean-score was 240.75

The location had in many instances experienced poor academic performance. This resulted to very slow progress in the development of the area, since few pupils have gone through secondary education. In turn the community has been stagnating within the poverty level due lack of yields in education.

Table 1.1: KCPE Performance in Ildamat Location for the last 3 years

Year	Paranae	Esukuta	Oloosuyian	Oloyiankalani
2005	240.70	231.00	226.85	265.67
2006	220.60	224.34	254.94	228.30
2007	236.75	284.5	229.15	212.50
Average	232.68	246.61	237.98	235.49

Collected from KCPE results analysis file No. KJD/1/vol. 5/07

The factors affecting academic performance have never been addressed intensive fully. It has been a problem and a great challenge for teachers to register large numbers of children in lower classes and a long the way few manage to finish primary level with good performance.

The factors affecting academic performance in primary schools in Ildamat location are staggered in numbers ranging from cultural practices, poverty aspects, peer influence, peer pressure, truancy and poor school administration and management.

It became crystal clear that there is an urgent need to address the issue of poor academic performance in the location with a more precise and more accurate angle. The study therefore is meant to find out and address these factors.

1.2 STATEMENT OF THE PROBLEM

Ildamat location in Kajiado district is a society concerned about poor performance in primary schools. The concern is based on the realization that poor academic performance among pupils in primary schools has a negative effect to the progress of the society.

Therefore, academic performance is seen to be addressed so as to enhance and improve the educational aims and goals.

The need to address the issue of poor performance should be take into utmost great concern by all stake holders and departments of education. If they have to attain this goal of improving academic performance in primary schools and other learning institutions, they should embark on attractive quality education with desired performance that give birth to a progressive and developed society.

Academic performance is an integral part of goals and aims of education. The problem here is that, pupils who are not performing well might have been influence or affected by any of these factors. That is cultural practices, poverty aspects, peer pressure, peer influence, trauancies, schools administration and management among others.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to examine the factors that affect academic performance in primary schools. The study identified the outstanding and the hidden causes of poor performance. Thus it established ways of achieving good academic performance which in turn lead into cohesiveness and transition in education, hence better yields of education in the society.

The study therefore was fully geared towards the distinct unveiling of prevalent factors affecting academic performance that crippled the standard of education in the region

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The main objective was to establish a concrete credible approach to the better understanding of the primary agents of poor academic performance. This was done giving heightened significance to primary schools in the region.

1.4.2 SPECIFIC OBJECTIVES

- To examine factors influencing poor academic performance.
- To examine effects of administration and management in perpetuation of poor performance in schools.
- To determine the effects of poor academic performance to the society.
- To investigate the effects of cultural practices to pupils academic performance
- To establish the frequency of inspection in the location

1.4.3 RESEARCH QUESTIONS

The study answered the following questions;

- What determines the level of academic performance among the schools in the selected location?
- What is the relationship between cultural practices and poor academic performance?
- What are the main causes of poor academic performance in the selected schools?
- Is poor academic performance in primary schools a societal problem?
- What is the magnitude of child labor in the location?
- How often do school inspectors inspect schools in the location?

1.5 SCOPE OF THE STUDY

The research was carried out in Ildamat location, Kajiado Central division, Kajiado district. It covered four Primary schools; Paranae, Esukuta, Oloosuyian and Oloyiankalani. The total enrolment of the four schools is 1272 pupils and 28 teachers.

1.6 SIGNIFICANCE OF THE STUDY

In school organization, pupil academic performance is a vital aspect in determining the success or failure of the organization. Therefore, the results of the study are likely to bring positive

impacts on primary schools in the following ways: Head teachers, administrators and other stake holders will have workable solution of bettering academic performance, leaders in the region will be able to device measures of ensuring that school children are attended fully to the expected standard of educational goals, parents will through creative awareness of participation in education process shun negative socio- cultural practices to enhance academic performance

The study will help the ministry of education and the school administration to identify as well as fully comprehend the factors and causes of poor academic performance in schools hence address them in the right time so as to avoid grave consequences of the poor performance that bar progressive educational transition of the pupils

It is also to enlighten the community on their negative socio-economic activities that interfere with the learning progress of their children hence the society realize a brighter future

The outcomes will assist future scholars in the education to appreciate the turbulent environment in order to seek positive views which can help practitioners to alleviate the challenges involved

Numerous studies have been done revolving around the topic but touches on the girl child education, school dropout, peer pressure, crime rate free, compulsory education and the general structure of the curriculum. It was believed that most people including the ministry of education concentrated so much on equipping the learning grounds with relevant materials and constant innovation of the school practices. This can only be of significance if the concern of this subject is address with ideal seriousness it deserves. If the study cannot be done now, I see a doom society of semi illiterate people.

Information from the ministry of education, head teachers members of staff, pupils and the community can make the study feasible therefore, for the good of the institutions, schools, or centers of learning, the ministry , the researcher, the community and the school administration will be very necessary.

1.7 DELIMITATIONS

The study was confined to all public schools within Ildamat Location which have done KCPE for the last three years.

The finding and generalization of the study was therefore limited to this area. The study focused on schools and out of schools factors influencing performance, leaving out other factors example the genetic factors. The study involved teachers and pupils of standard 7 and 8.

It left out other pupils in the middle and lower classes and parents who could have useful information in the study. The findings was only limited to their responses. Lastly, the study was limited to a period of only three years leaving out many other years the schools in the location have done KCPE.

1.8 LIMITATION

Time limit restricted the researcher's collection of data due to teaching and a workload of other responsibilities he held in the school, family and the community at large.

This limited the information collected. The researchers only questioned selected individuals in the schools which might have led to bias information.

The research was restricted on the areas of collecting data since it was only from selected schools. The information was too limited since it was intended to serve all schools both small and large.

There were delays in the study because gaining access to head teachers and teachers needed booking an appointment in advance. Difficulty in approaching some interviewees, while some respondents failed to fill in the questionnaires and lack of resources like computers and Software also delayed the results.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter highlights the concept of the term performance with special reference to poor academic performance in K.C.P.E Kenya Certificate of Primary Education. However, the researcher is not the only one who have cited the factors influencing academic performance in primary schools. For instant in East African Standard June 22, 2004 the ministry of education gave the figures of the money spent in free primary education to be ksh. 9.85 billion spent in 2003/2004 financial year . This figure shows that education in Kenya is given an upper hand compared to other government undertaking.

Performance in K.C.P.E is given great emphasis and passing it guarantees one a place in either national, a provincial or a district secondary schools In other places it is a leeway to the job market.

Therefore education in Kenya is taken as investment whose benefits accrue in future.

These factors which affects the academic performance has been categorized into two, that are school related factors and out of school related factors.

2.1 SCHOOL RELATED FACTORS THAT INFLUENCE PERFORMANCE

These are quite a number of school related factors which seriously contribute to poor performance in K.C.P.E examinations in Ildamat location in Kajiado district.

2.1.1 Teachers Staffing

Some of the schools in the location are understaffed. According to Hon. Saitoti in the Daily Nation of June 24, 2004; 6 while addressing an international seminar on girls Education in Nairobi he said that due to inadequate teaching and learning materials and working conditions for teachers, many pupils were performing poorly in examinations.

According to Ogwae (The former Teachers Service Commission Secretary), while addressing Kenya Secondary School Head Association conference in Nairobi observed that: It is estimated that primary schools are understaffed by about 20,000 teachers.

2.1.2 SCHOOL ADMINISTRATION

Poor management skills by the head teachers influence performance. Okumbe (1999:35) observed that Education managers should show noticeable concern about the conditions of the work and learning environment for teachers, students and workers. Eshiwani (1983) carried out a study of the factors that affect performance in western province of Kenya. He obtained data from secondary schools teachers who taught form four and six board of governors' chairmen and Kenya National Examination Council. The findings of the study revealed that factors which cause poor performance significantly, were school resources, (classroom size, text books, school administration and management, libraries and laboratory facilities), Teacher characteristics (certification, experience, training, teacher-pupil ratio, professional commitment and transfer index) and student traits (pre- primary education and primary education).

Olembo et al (1992) noted the quality of the Head teachers in school matters in student performance. He says the way head teachers structures and administrates the school, his/her relationship with the school system and teachers influence student performance. Eshwani (1982) had a similar findings. He quotes the then Minister of Education (Standard 29th March 1982:21) on the important of sound administration that:-

"The basic reason why some schools perform better was that some Head teachers organize the learning process for their pupils, others left performance to chance". This shows the importance of Head teachers being involved in whatever goes on in school. Ineffective school heads were involved in curriculum discussion and influence the content guidelines draw up with the school without taking complete control (south worth and loft house 1990).

Duignan (1986) cited in Asuga (2002) identified school leadership as crucial factor in the success of the school. He identified activities that constituted effective leadership by school administration to include; setting an atmosphere of order, creating a climate of high expectations for staff and students, encouraging collegiate and collaborative relationships and building commitment among students and staff to achieve the school goals.

2.1.3 MOTIVATION

Motivation of both teachers and pupils has been cited as a factor influencing performance Page (1985), cited in Muola (1990) conducted a study using more than two thousand (2000) children in seventy four (74) high schools which showed positive correlation between performance and motivation.

Okumbe (1999) also observed that in order to enhance the motivation of members; educational managers should exhibit a deliberate effort to improve the conditions within the working environment. Okumbe (1999) continued to suggest that it is imperative that teachers should be provided with an enabling environment, by the management, so as to motivate them to learn new and different procedures on the job and also experience some degree of person growth through promotion and further training.

Mwangi Nkumo commenting on school head teachers in the East African standard Feb 12, 2004: says that young people learn by imitation. They imitate what parents and older people do; they imitate how their peers behave and what their teachers do whether good or bad. Mwangi continues to observe that a partnership must be struck between the head teacher and the parents; it is the role of the head teacher to ensure that this partnership is nurtured. Mwangi continues to observe that people work best when they are made to feel that they matter, when they are involved and called upon to do what they are good at. He continues to observe that the head teachers need to understand that a school is part of a large environment and this environment is often turbulent and uncertain. Lastly he observes that “a true leader knows when to head, when to follow and to step aside”

District commissioner Kajiado in East African standard Feb 12, 2005:12 attribute the district's continued poor performance in national examinations to mushrooming of bogus schools, which could not achieve academic standards set by the parents and District Education Board (D.E.B). The parents of Ol-rongai primary school (East African standard Feb 12, 2004) locked the Head teacher's office with a padlock as teachers watch.

The core zone

This zone is basically a representation of the urban areas. This is where pupils perform better due to many factors among them teachers living in good environments and walk short distances to school.

Mantle zone

These are the suburb of towns. It is where teachers lives in town and walk or ride to school. These schools are located eight to fifteen km away from town. And because of the civilization and other goodies in urban areas teachers opt to commute from urban to these places. In most cases they reach the school late and leaves early, hence the child academic performance is affected.

Crust zone

These are the rural areas where teachers live within the school compounds or in the nearby village. In these zones the teacher- child contact is not affected and in case it happens, the teacher has enough time to compensate. That is early hours before assembly or in the evening after classes.

According to a report by the ministry of education in Arid and Semi arid Districts (East African standard July 2004) lack of housing among other harsh conditions resulted in teacher's absenteeism.

"Teachers walk long distances to school and arrive late. They also skip classes in the afternoon to go home early" says the report. The paper observes that teachers want the government to help disadvantaged communities to build teachers houses as a way of motivating them.

2.1.5 SCHOOL FACILITIES, TEACHING AND LEARNING RESOURCES

Many scholars agree that a school physical facility such as classrooms, laboratories, desks and books have a direct bearing on good performance among students in developing countries.

Mwamwenda and mwamwenda (1987) cited in Ayoo (2002) carried out a study on effects of a school's physical facilities on the performance of std 7 pupils in examination in Botswana. The study established that the availability of facilities had a direct link with the performance of pupils in exams.



Heyneman and Loxely, (1983), in Makundi (1993), show that the presence of the school library related significantly to achievement in Brazil, China, Botswana and Uganda. Southmart and loft house (1990) also found a good physical environment reflected in school amenities and decoration in the immediate surrounding has a positive effect to pupils' progress and achievement.

Shiefelbein and Simmon (1978), in their review of factors affected academic achievement of school children concluded that the less developed a society is, the smaller the influence of the home background on achievement, and the greater the effect of the schools variables. It has been shown on a sample of twenty nine countries, for example; that the proportion of explained test scores variance attribute to the school quality is lowest in developed countries such as Australia, Japan, Sweden and the U.S.A but it has twice or thrice as high in Brazil, Botswana, India and Thailand.

Eshwani's (1983) on the factors influencing performance among primary and secondary schools in the western province of Kenya had similar findings. He established that the schools which had the best facilities in the province were among the high achieving schools while those with inadequate facilities performed poorly in the Kenya Certificate of Education. Among the facilities that Eshwani considered as important were; libraries, textbooks, classrooms, dormitories, visual aids, electricity, water and play ground. Based on these findings, he concluded that the presence and the absences of the school facilities distinguished between high achieving and low achieving.

2.2 FACTORS OUT SIDE THE SCHOOL

These are factors that are outside the school control like pupils' home background and socio-economic status. These are environmental factors that have been seen for many years as serious handicaps for good school progress. One is poverty due to factors like low wage, unemployment, large families, retrenchment, opportunity cost like plucking coffee, herding cattle, selling milk, sand harvesting, market days and loss of family bread winners.

Waweru (1982) observes that poverty exerts pressure on pupils' performance. Malnutrition and poor living conditions are bound to have an influence on health of the child and directly or indirectly affects their ability to learn.

Limited incomes among lower class families have been found to restrict provision of school books, development funds and other necessary materials to ensure good performance and attendance at school. Kinyanjui, (1979) in Ndiritu (1999). According to Todaro (1977), poor families lower aspirations for their children than upper class due to opportunity cost of the child. On the other hand children from good socio-economic background tend to perform better in school as a result of parents' educational standard. High income proximity to urban areas where the best schools are found, parents ability to take them to good schools, parents willingness to help them with school work and ability to buy supplementary books Somerset (1992), Wanyoike (1976), Gakuru (1977), Kinyanjui (1981), in Ndiritu 1999.

Avalos in Ndiritu 1999 in his study to teaching children of the poor explained that incomes among lower class families restrict provision of tuition fees, school books and other resources necessary to ensure good performance or continuation in school. Poor children are more involved in child labour. Ndiritu (1999) found no correlation between socio-economic background and performance but found that poor children are regularly sent home due to non-payment of levies. Kinyanjui (1977) in Waweru (1982) in his study revealed that socio-economic background of a family influence the rate of drop out and repetition throughout the education level. He concluded that this affect performance. Waweru (1982) cited some of the education interruptions that are characteristics of children who come from poor or unprivileged families. Poor occupations of parents affect the performance of their children. Parents' high income occupation tends to be in a position to provide adequate learning facilities for their children and take them to good schools. The high income parents may motivate the child to work hard in school so that they can occupy the same or higher income position than their parents. On the other hand parents who are put on the low income occupation will not be able to provide adequate learning facilities for their children. They will also send their children to poor schools that lack the necessary facilities.

Parents involvement in the students work influence performance. Cullen (1969) noted the importance of parental encouragement on academic performance. Her study showed on the average that parents of high achieving children seem to take more interest in the child's schooling than parents of low achieving children. The study showed clearly however, that was not always the case. A study by Kapila (1976) in Kathuri (1977) reported a positive association between parents participation in the child's schooling than parents of low achieving children.

Kathuri (1977) reported a positive association in the child's work and academic performance. Osire (1983) in Nguru (1987) found a relationship between performance and parental involvement. He attributed low and negative correlation to the possibility that such encouragement given by some parents cause worry and anxiety to the child which may lead to poor performance.

On the other hand Moutimore (1988) in Ndiritu (1999) found that parental involvement in the life of the school has a positive influence upon a pupil progress and development. Education level of the parent influences performance. Parental level of education has been said to have an influence on students need to achieve. Kitivo (1989) in Makundi (1999) in his study on the relationships between secondary school students need to achieve and the education level of their parents showed a strong and a positive correlation between the father's level of education and student need to achieve. Likewise, this was a positive relationship between mother's level of education and students achievement. Amalaha (1975) in a study of three hundred and seventy (370) boys and one hundred and twelve (112) girls in Nigeria found that male students from educated parents performed significantly high level than male students from uneducated parents.

Dullen (1969) tended not to agree with the finding of Bali S.K, Dreth P.J.D, Flier H.V and Found W.C.E (1984) that the educational background of the family is related to the academic performance of the parent- student relationship. Studies by Kapila (1976) in Kathuri (1977) in Nairobi secondary school revealed that children whose parents paid visits to school to find out their progress or attend school functions do better academically than those parents who never paid visits.

1.3 FACTORS RELATED TO INSPECTION

Inspection is closely link to advice. Effective advice must involve inspection since anyone offering advice must know the situation he/she is offering that advice on. The actual classroom teaching and inspection is in the hands of the inspectors. Inspection involves the Head teacher, Fac-tutors, Zonal Inspectors and the Assistant Educational Officers of the division. Inspection enables the school programme to be maintained and evaluated (Olembo 1992).

With the expansion of education greater and closer inspection of all school work is essential. The inspectors in primary schools have been trained on relevant knowledge, skills, ideas and attitudes adequately. Sisungu (1980) found that inspectors inspected Head teachers instructional and curriculum matters but were not prepared for the task. Co-operation between the teacher and the inspector improves performance. According to Olembo J.O Wanga P.E and Karagu N.M (1992) co-operation realized through the recognition of each teachers contribution to improve instructions leads to improved performance. This recognition will help in changing the attitude of both inspectors and teachers 83.3% viewed inspectors as people who find out what teachers are doing and tell them how they should do it.

Inspection is important in schools as it helps teachers improve in their work. Sisungu (1988) found out that inspection led to improvement in scheming and lesson planning, in the work of subject panels and it generally improves academic performance. Okumbe (1987) observed that inspection in schools was infrequent and hurriedly done. This did not benefit the teachers much. Visits are made with the knowledge of the teachers. Teachers should know about the visits so that they can prepare to discuss the problematic areas with the inspector during the post- observation conference. Kathara (1987) in Sisungu (1988) got similar findings. When a school is being visited regularly by an inspector. Teachers tend to be keen on their work, mistakes are corrected as soon as they are discovered and this results in pupils doing well in exams. Where the visits are few or none at all, teachers tend to be reluctant in doing their work and mistakes are never corrected. The purpose of inspection is to ascertain whether the institution has added value to the education of pupils. This is established through the comparison of learner's entry behavior, with end results for example literacy and numeracy achievement from pre- school compared to performance of same cohort at standard three and at K.C.P.E.

2.5 SOCIAL CULTURE FACTORS INFLUENCING ACADEMIC PERFORMANCE

According to Richard T. Schaefer (2000) culture is a totality of land socially, transmitted customs, knowledge, materials objects and behavior values, collective conception of what is considered good desirable and proper, or bad, undesirable and improper. Richard states that functionalist says cultural traits or practices will persist is it performs functions that society seems to need or contribute to overall social stability and consensus. Thus communities like the Maasai still practice some of the outdated cultures.

It is the duty of young uncircumcised boys to graze their family's cattle. Then once circumcised, junior warriors reside in a warrior village called *manyatta* or roam around the country with their age-mates and so it is almost impossible for them to attend school. [Holland, 1996]. As one pastoralist stated; herdsmanhip and nomadism are among their traditions apart of their identities and that they are not willingly to sacrifice them or their cows for anything, [PDN, 1989]. These pastoralists see little in sending their children to school while herds are left unattended; the Maasai people see modern education as a threat to the long cherished culture [UNESCO, 1997]. The majority of the population in Kajiado is pastoralists and practice mobile life styles. Practices like early marriages, female genital cut and *moranism* have lead to poor academic performance rate, [SARDEP 2002-2003].

2.5 ECONOMIC FACTORS AFFECTING ACADEMIC PERFORMANCE IN KAJIADO [ASAL] AREAS

This involves the cost of education [schooling] encompassing direct for a gone earning, labour lost at home [Carron and Chau, 1981] Richer households tend to demand more schooling for their children than less well off households, income as a significant impact on schooling decisions [World Bank, 1999]. With 60% of Kenyans living below poverty line [CKRC, 2002] and recurrent drought and absences of water in the region is anonymous, poverty makes it impossible for families in this region to either meet the in-direct costs of education even when schooling is completely free of charge,. Taking a child to school when his/ her means a lot to the family is not appealing. Poverty having kept the parent illiterate prevents them from providing their children with a background conducive to schooling [UNESCO, 1979].

Livestock keeping is the basic economic activity of pastoralist groups. The distribution of animals is much skewed and favors only a few individuals, 2.5 percent of Maasai people in Kajiado own 100- 600 cows, 70 percent own 0-10 cows and 25 percent own 10-100 cows. This clearly shows that the majority of the Maasai are struggling to survive. Poverty has been on the increase in the district and this has been due to drought, famine, floods, cattle diseases, epidemics, HIV/AIDS and wildlife menace [SARDEP, 2002-2003]

CHAPTER THREE

METHODOLOGY

3.0 RESEARCH DESIGN

The researcher used the most suitable design, which gave at least successful results to the study and a deeper understanding and analysis on the factors causing poor academic performance in Primary schools in Ildamat Location in Kajiado District.

3.1 ENVIRONMENT

This study was conducted in Ildamat location, Kajiado district in Kenya in uncontrolled setting.

3.2 RESPONDENTS

The study targeted teachers and pupils who highlighted the academic performance of pupils in the location. The sampling procedure was collective sampling which covered all the schools in the location. There were four schools in the location registered by the Ministry of Education.

3.3 INSTRUMENTS

The researcher used the questionnaire with both open and closed questions in collecting data. Introductory letter from the university was used to obtain responses from the teachers and pupils. Closed questions generated information free and kept the respondent focused and on subject.

3.3.1 DATA COLLECTION PROCEDURE

The data collection involved visiting schools and issuing the questionnaires to the teachers and pupils. The teachers and pupils filled the information in the questionnaire through ticking the appropriate choice. The next step was getting back to questionnaires and analyzed them. Permission to conduct the research was obtained from the Zonal Officer. Questions were administered. Respondents were assured of maximum confidentiality. For pupils questionnaire the researcher asked the head-teacher to administer the questionnaires on behalf in those respective schools.

The researcher was given a few files containing the K.C.P.E performance in the whole Division in the District education office. These records provided vital information for the research project

3.4 DATA ANALYSIS AND PRESENTATION

Data that was collected interpreted depending on the primary source of despondence being the target population. But when analyzed, considerations were taken; such as variables included sex, age and job qualification and experience. This was to ensure the reliability consistency and acquisition of data.

3.4.1 STATISTICAL TREATMENT DATA

The question had four responses of which the tally was recorded for each question and the frequency got, the percentage was calculated from the number of the responses in each response given.

$$\frac{\Sigma}{N} \times 100$$

The calculation for each response was based on the whole sample (number of despondences returned). This was indicated in the frequency table.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

In this chapter, the researcher results of the study are presented, analyzed and interpreted in the context of the purpose, objectives and research questions as they were formulated at the beginning of the study. The data in this chapter is presented and analyzed quantitatively and qualitatively using descriptive methods with the help of tables and bar graphs.

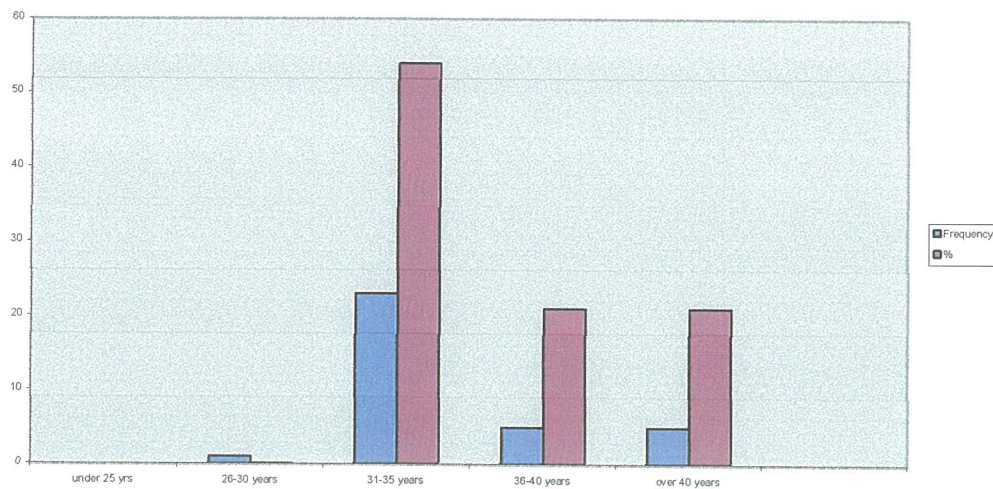
The study was intended to find out factors affecting academic performance in primary schools in Ildamat location of Kajiado district, Kenya. The findings presented were from four schools. Ten respondents per school were pupils and six respondents were teachers.

From the pupils sampled (40 of them), twenty two were boys and 18 were girls while teachers were twenty four. Ten were male while the rest were females. The dominating age of teachers is between 31-35 years which is 54% of the teachers sampled. The ages above 36 years are 42% while the ages below 30 years are 4%. This indicates that most of the teachers among the primary schools in Ildamat Location in Kajiado district are grown-ups.

Table 4.1 The teachers age bracket

Age	Frequency	%
Under 25 years	0	0%
26-30 years		4%
31-35 years		54%
36-40 years		21%
Over 40 years		21%
	24	100%

Bar graph 4.1 Teachers age bracket

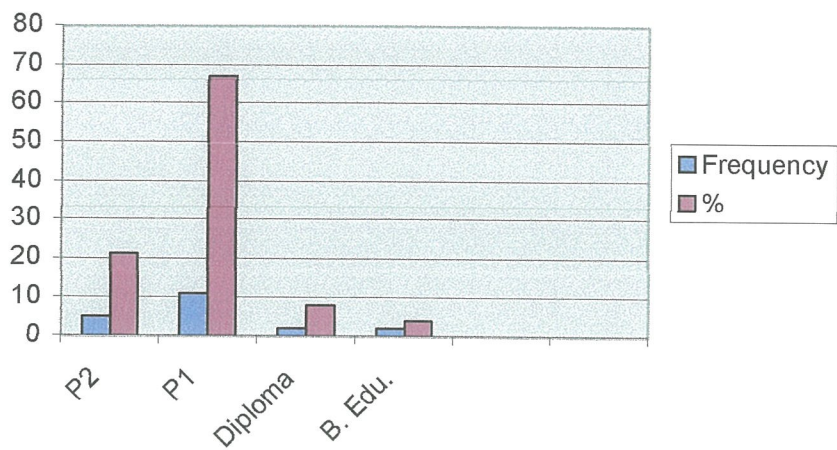


From these findings the majority of the sampled teachers were in the age bracket of 31-35 years, which is an indication of experienced and maturity of teachers.

Table 4.2. The profile of teachers professional qualification

Grade	Frequency	%
P2		21
P1		67
Diploma		8
B. Education		4
	24	100%

Bar graph 4.2 Teachers professional qualification

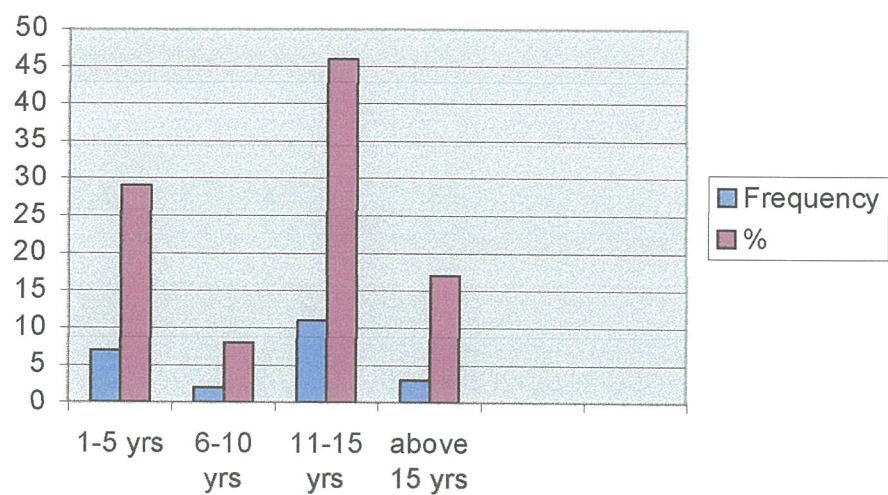


Research results shows that a larger number of teachers (67%) are in the grade of primary teacher 1 (P1). This is the highest grade offered by Primary School Teacher Colleges in Kenya. 21% are in grade P2. 8% have diplomas in either special needs education or Early Childhood and 4% are holders of Bachelors of Education (B.Ed). The professional qualification was considered important in determining the factors affecting academic performance.

Table4.3. The profile of Teachers Professional experience

Experience	Frequency	%
1-5 years		29
6-10 years		8
11-15 years		46
Above 15 years		17
	24	100

Bar graph 4.3 Teachers professional experience

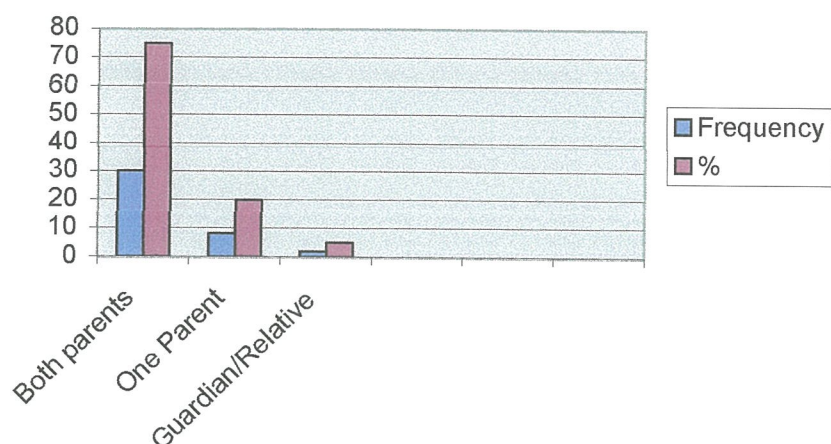


Findings show that the majority of teachers in this location are experienced. 46% of the sampled teachers have an experience of between 11-15 years. 29% have an experience of 1-5 years, 17% have an experience of over 15 years. While 8% have an experience of 6-10 years in the job. This is a clear indication that teachers in this location are experienced.

Table 4.4 A Table showing care-takers of pupils at home

Care Taker	Frequency	%
Both parents		75
One parent		20
Guardian /relative		5
	40	100

Bar graph 4.4 caretakers of pupils at home

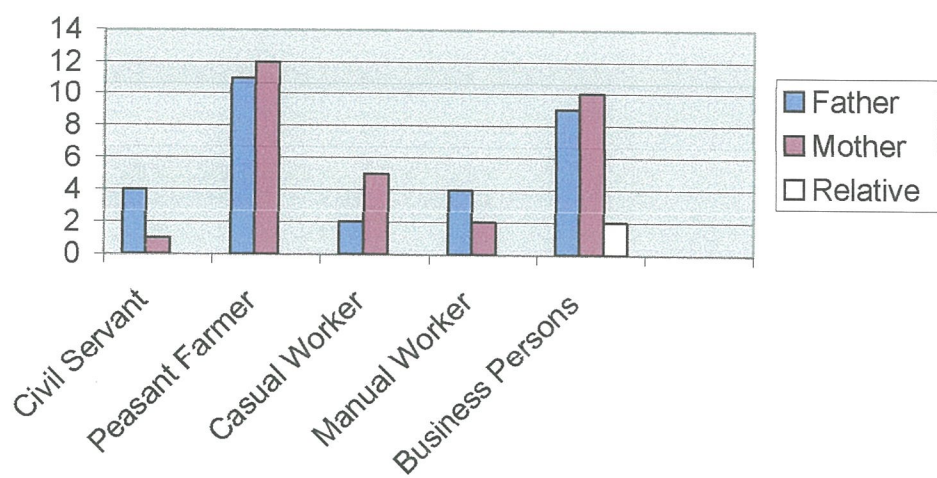


Findings show that 75% of the sampled children are staying with their both parents. 20% are from single families, while only 5% were taken care by their either relatives or guardians. This was considered in finding out causes of poor academic performance in the location simply because the holistic growth and development of a child depends on the care taker and the surrounding environment.

Table 4.5. Occupational status of parents.

Parent / Guardian Occupation	Father	Mother	Relative	%
Civil servant		I	0	8%
Peasant farmers			0	37%
Casual Workers			0	11%
Manual Workers			0	9.6%
Business persons				34%
	30	30	2	100%

Bar graph 4.5: Occupation status of parents

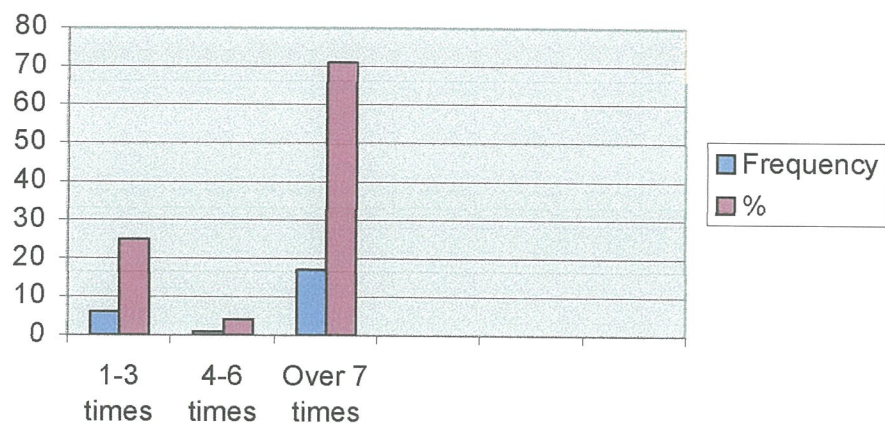


From these results, 37% of the parents and guardians of pupils in the location are peasant farmers, 34% are business persons, 11% are employed as casual laborers, 10% earn their living through manual work and 8% are employed as civil servants. This is a clear indication that the economical status of the region is minimal.

Table 4.6. Teacher’s Assessment and Monitory Table

Times assessed	Frequency	%
1-3 times		25
4-6 times		4
Over 7 times		71
	24	100

Bar graph 4.6 Teachers assessment and monitoring



Assessment is a professional mode of inspection and monitoring. The impact of tasked delivered by teachers on the ground.

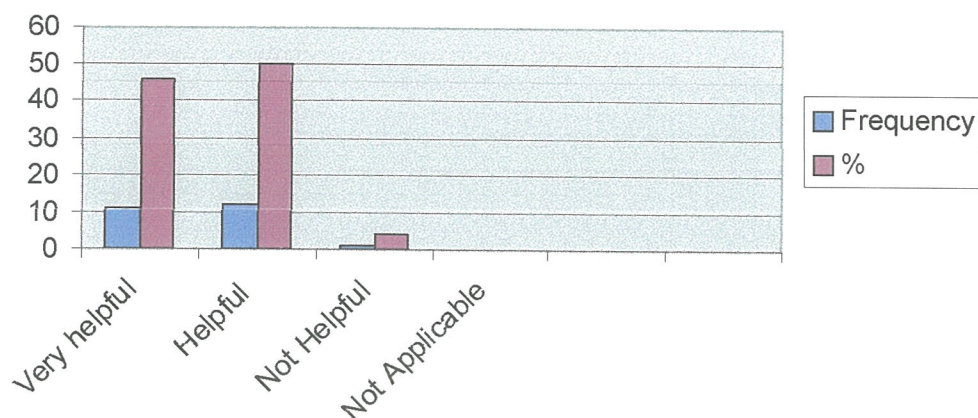
According to the findings, 71% of teachers have been assessed fro more than 7 times, 25% have been assessed between 1-3 times while only 4% have been assessed 4-6 times. This is a clear indication that the education offices in the Central division of Kajiado district have been working tirelessly.

During this assessment teachers are advised accordingly on how to handle their lessons and subject coverage.

Table 4.7: Importance of Assessment

Assessment	Frequency	%
Very helpful		46
Helpful		50
Not Helpful		4
Not Applicable	—	—
	24	100

Bar graph 4.7 Importance of assessment



According to the findings, 50% of the teachers respondents said that the assessment they went through is helpful to them. 46% said that the assessment is very helpful. Only 4% disapproved the assessment.

This data shows that teachers in this location have appreciated the assessment they got from the education officers. It is a clear indication that the assessment they are getting is assisting them in delivering the right content.

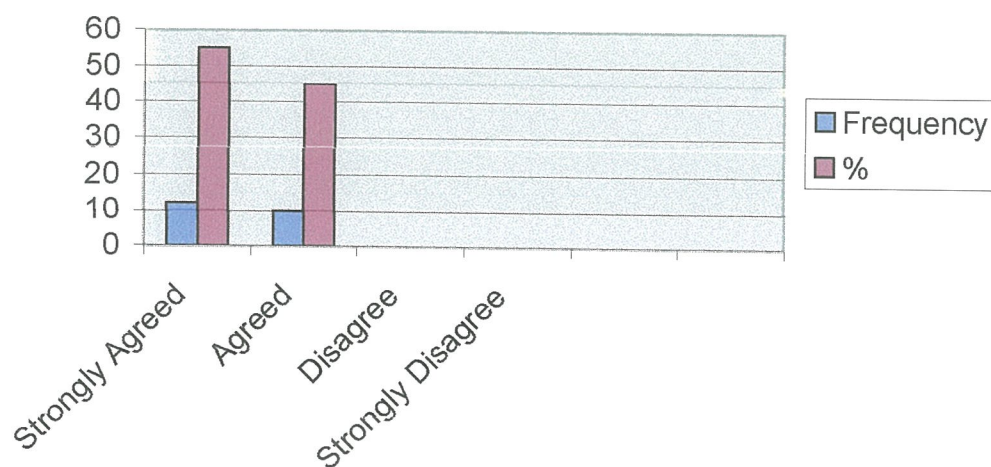
RESEARCH QUESTIONS

Research question 1

Table 4.8 Relationship between cultural practices and poor academic performance

Cultural Practices	Frequency	%
Strongly agreed		55%
Agreed		45%
Disagree	--	--
Strongly Disagree	--	--
	22	100

Bar graph 4.8 Relationship between cultural practices and poor academic Performance



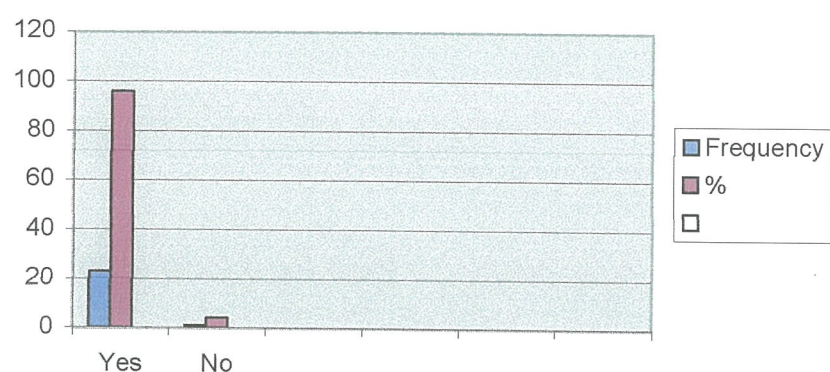
The results above show that there is an indication that teachers take cultural practices seriously as a contributing factor to poor academic performance.

All the respondents questioned had direct acknowledgement of the great influence of cultural practices.

Table 4.9: Participation of School boys in *moranism* (Cultural Practices)

Participation	Frequency	%
Yes		96
No		4
	24	100

Bar graph 4.9: Participation of school boys in Moranism

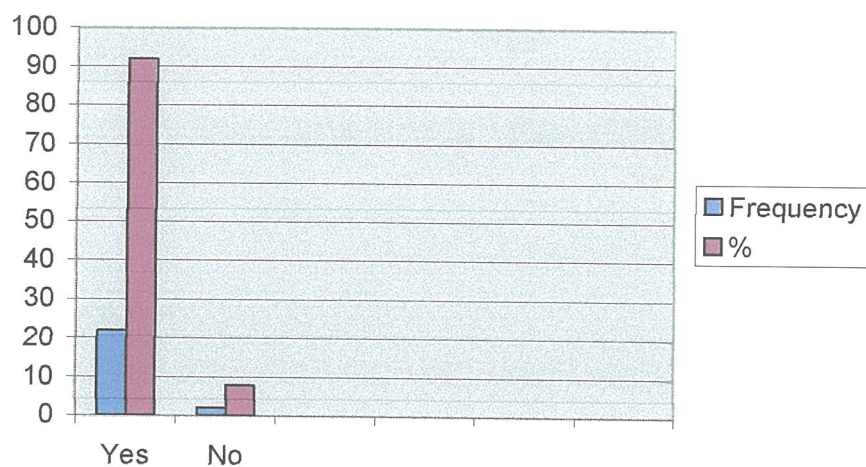


Research results indicate that school boys undergo some cultural practices like *moranism*. *Moranism* is a cultural practice that has great influence to both young and old in Maasai society. It is an activity (exercise) of preparing young men to be (guards) warriors of the society. 96% of the respondents acknowledge that school boys participate fully in this activity. Only 4% disapproved the participation of school boys.

Table 4.10: Effects of *Moranism*

Negative Effects	Frequency	%
Yes		92
No		8
	24	100

Bar graph 4.10: Effects of Moranism



Finding indicates that 92% of the teachers strongly agree that moranism has negative effects to education. 8% disapproved negative effects of moranism to education.

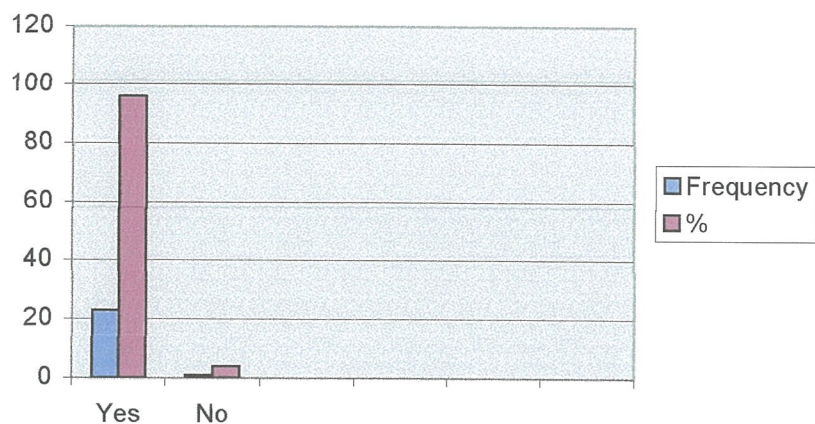
This implies that teachers realized that cultural practices are influencing their student's academic standards.

Table4. 11. Female Genital Cut Practices

Existence	Frequency	%
Yes	⏏ ⏏ ⏏ ⏏ ⏏	96
No		4
	24	100



Bar graph 4.11: Female genital cut



Female genital cut is a cultural practice that young girls undergo as they are being prepared for marriage. The findings above show that 96% of teachers said that FGC still exists in Maasai society. 4% disapproved the existence of the practice. Therefore this implies that Maasai society still values this practice and they exercise it, hence influence the academic performance of school going girls.

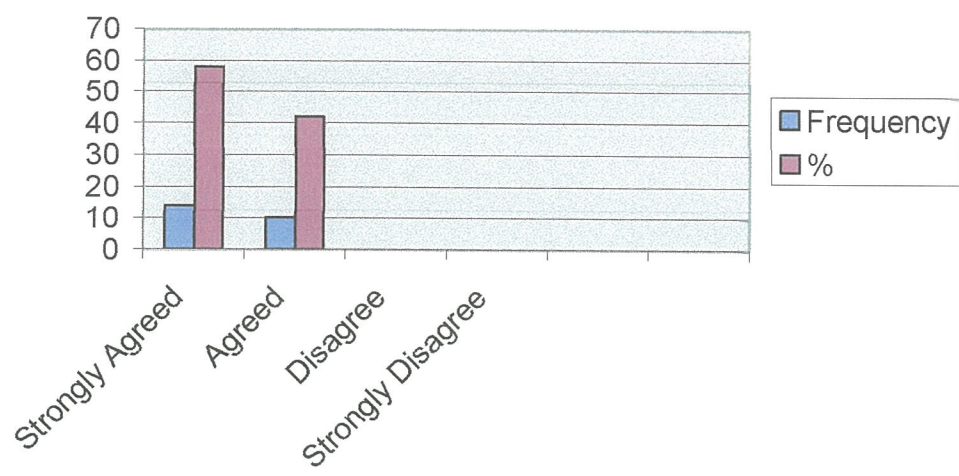
RESEARCH QUESTION 2

Causes of poor academic performance

Table 4.12 Cultural practices

Cultural practices	Frequency	%
Strongly agreed	IIII IIII IIII	58
Agreed	IIII IIII	42
Disagree	-	-
Strongly Disagree	-	-
	24	100

Bar graph 4.12 Cultural practices

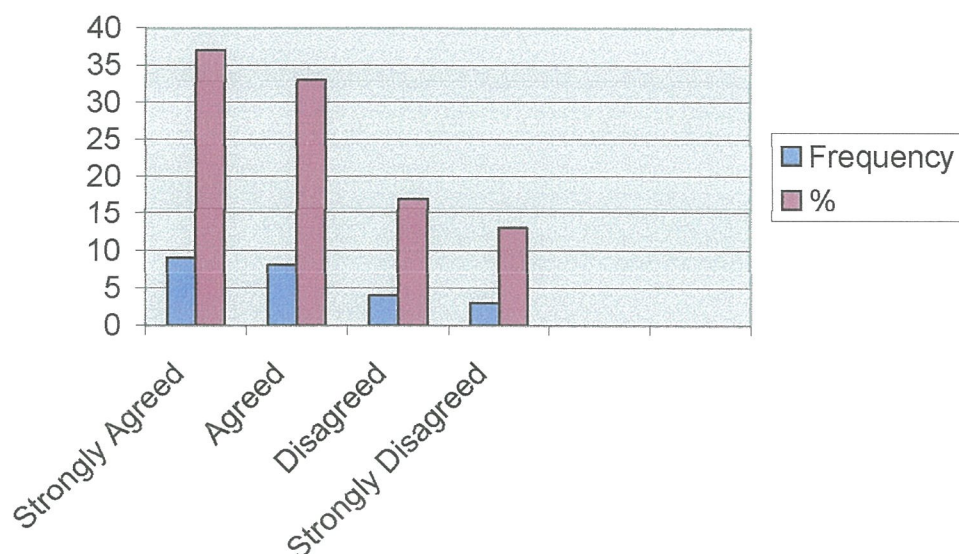


According to these findings, 58% of the respondents strongly agreed that cultural practice brings about the poor performance. 42% agreed that cultural practice affect academic performance. None of the respondents contradicted this fact of cultural practices cause poor academic performance.

Table 4.13: Poor administration and management of schools

	Frequency	%
Strongly agreed	⏏ ⏏	37
Agreed	⏏ ⏏	33
Disagree	⏏	17
Strongly Disagree	⏏	13
	24	100

Bar graph 4.13 : Poor Administration and management of schools

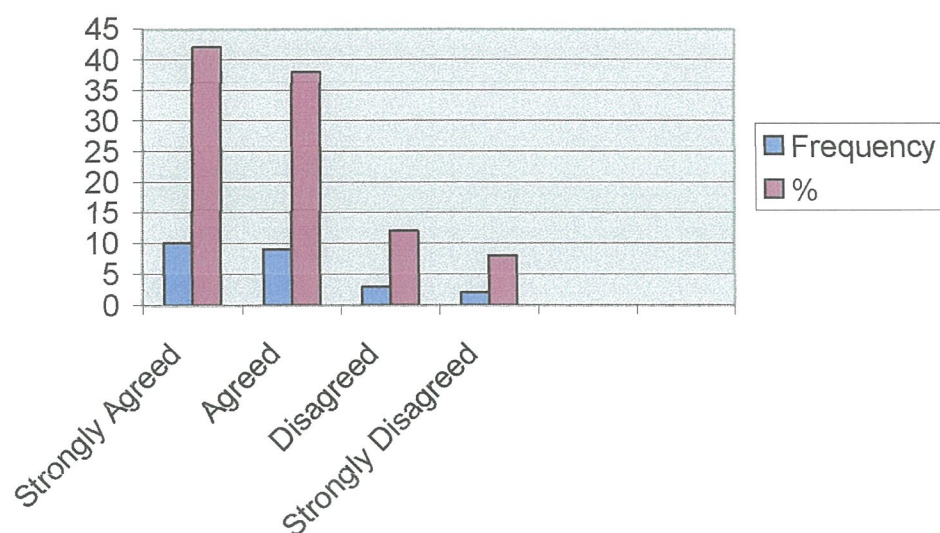


Research findings indicate that, 37% of the respondent strongly agreed that poor administration and management in schools in this location contribute to poor academic performance. 33% agreed that administration and management contribute to poor academic performance, 17% disagreed and 13% strongly disagreed. This implies that head-teachers and their deputies may not be upholding their administrative and managerial states as they run their schools. This may occur when there is rampant absenteeism of administrators, when unqualified administrators are appointed to run schools. In this case, over qualified teachers in the staff may take advantage of their bosses, and at such situations heads may not be able to control such teachers hence lead absenteeism which in turn lead to poor academic practices.

Table 4.14 Parents Ignorance

Ignorance	Frequency	%
Strongly Agreed		42
Agreed		38
Disagree		12
Strongly Disagree		8
	24	100

Bar graph 4.14: Parents ignorance

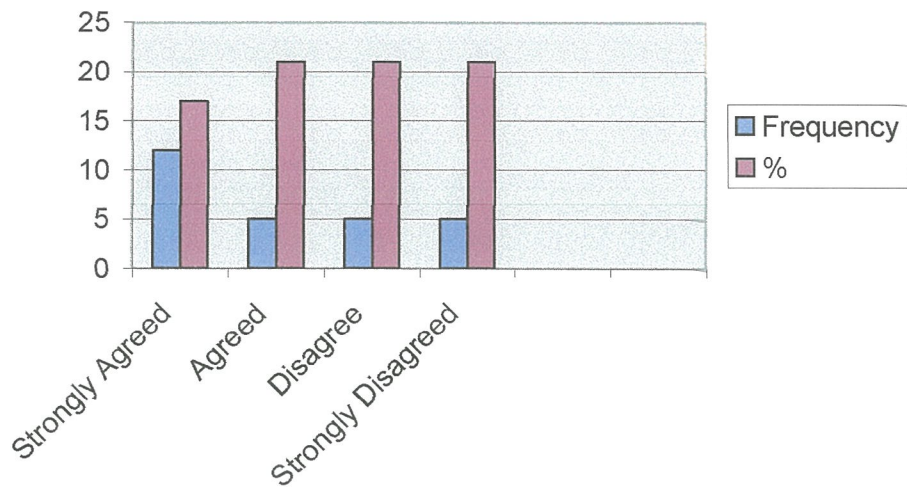


Finding indicates that 42% of the teachers strongly agreed that parents in Ildamat Location are ignorant to issues pertaining education. 38% agreed on the same statement, but 12% disagreed and 8% strongly disagreed on this part of parent's ignorance.

Table 4.15 Poverty as a factor affecting academic performance

	Frequency	%
Strongly Agreed	III I	37
Agreed	III	21
Disagreed	III	21
Strongly Disagreed	III	21
	24	100

Bar Graph 4.15: Poverty as a factor affecting academic performance

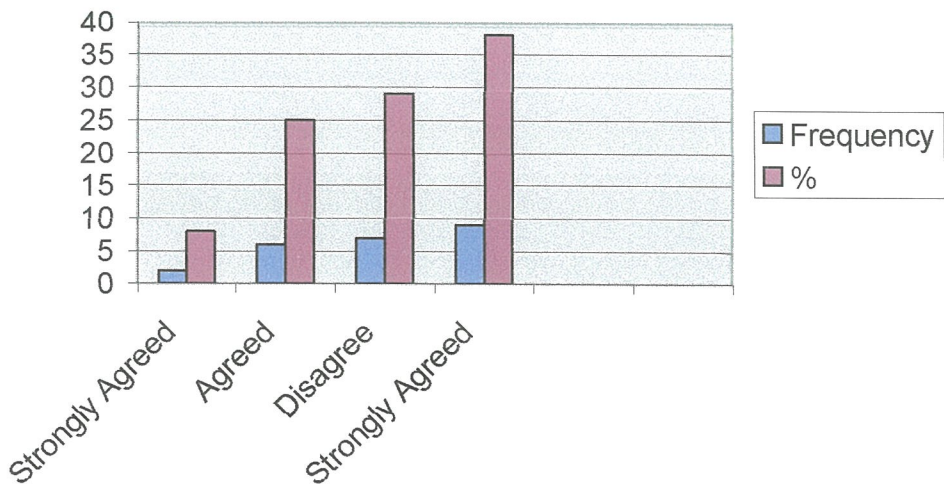


According to these findings, 37% of teachers strongly agreed that poverty affects academic performance of the area. 21% agreed, 21% strongly agreed, and another 21% disagreed.

Table 4.16: Child Labour

	Frequency	%
Strongly Agreed	II	8
Agreed	IIII I	25
Disagreed	IIII II	29
Strongly Disagreed	IIII IIII	38
	24	100

Bar Graph 4.16 Child labour

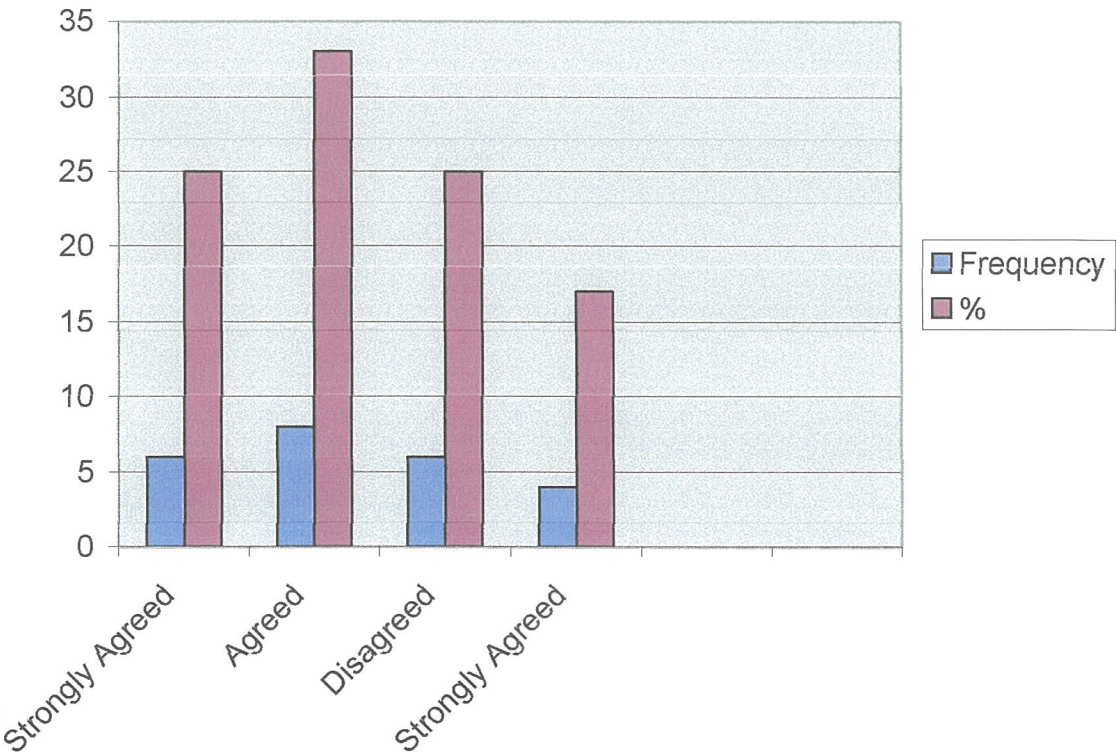


Research results indicate that, 38% of the teachers strongly disagreed that child labour is rampant in the area such that it affects academic performance. 29% disagreed on the same issue. However, 25% of the teachers agreed and only 8% strongly agreed.

Table 4.17 Lack of role models in the area

	Frequency	%
Strongly Agreed		25
Agreed		33
Disagreed		25
Strongly Disagreed		17
	24	100

Bar graph 4.17: Lack of role models in the area



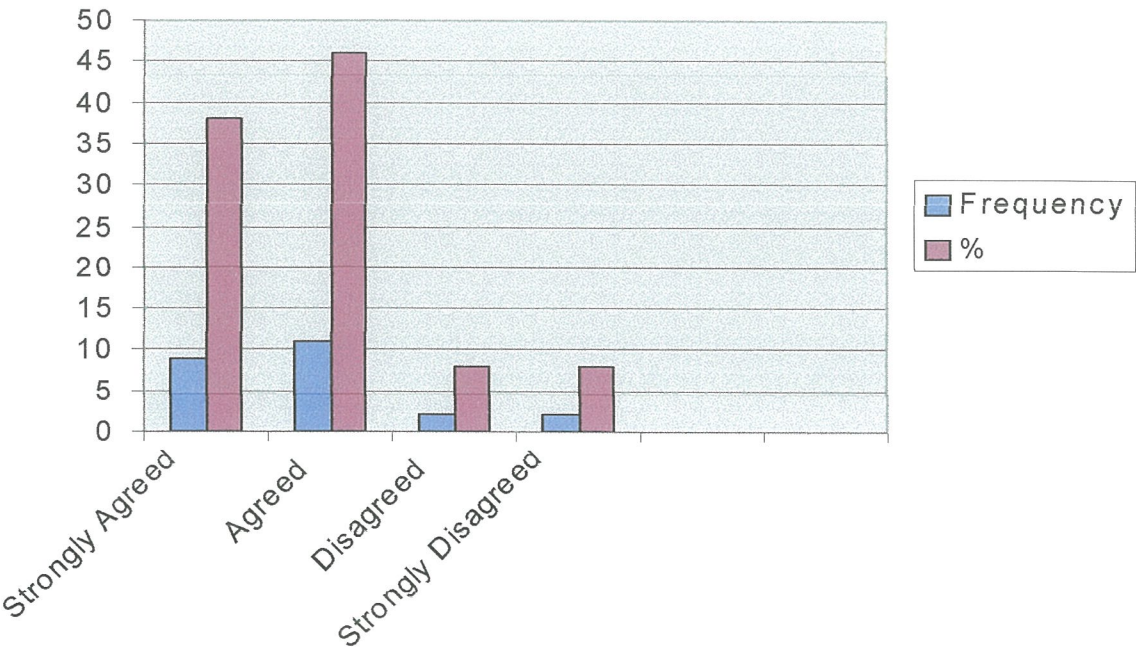
According to the findings, 25% of the teachers strongly agreed that the pupils in this area lacked role models. 33% agreed on the same. 25% disagreed and 17% strongly disagreed. Role

models act as mentors; hence young growing and developing pupils tend to desire to be like them.

Table 4.18 Peer Influence / Pressure

	Frequency	%
Strongly Agreed	⌞⌞⌞ ⌞⌞⌞	38
Agreed	⌞⌞⌞ ⌞⌞⌞	46
Disagreed	⌞	8
Strongly Disagreed	⌞	8
	24	100

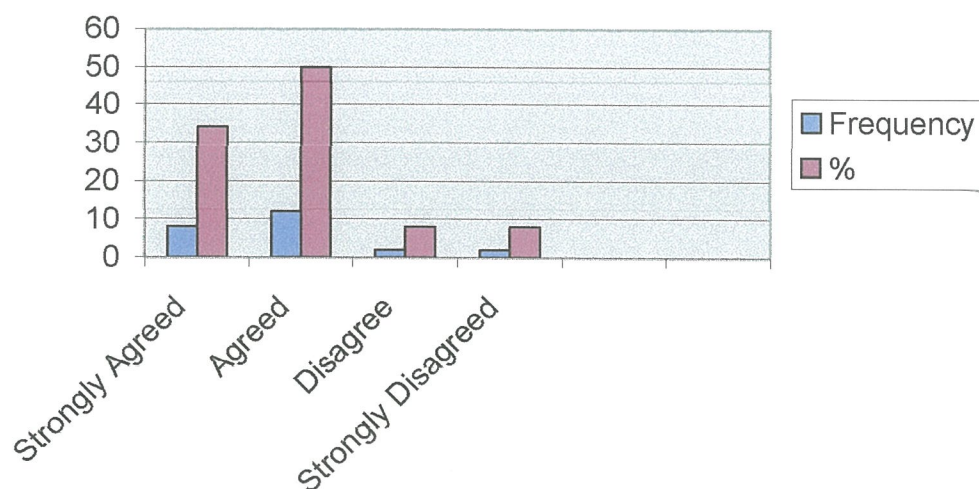
Bar graph 4.18: Peer influence / pressure



According to findings, 38% of the teachers strongly agreed that peer influence / pressure the academic performance of pupils. 46% agreed on the same. 8% disagreed and another 8% strongly disagreed. Peer pressure / influence is a factor which affect age groups or age-mates. It leads members of the said group to display common characteristics as they tend to copy each other.

Table 4.19: Truancy

Truancy	Frequency	%
Strongly Agreed	⏏ ⏏	34
Agreed	⏏ ⏏ ⏏ ⏏	50
Disagreed	⏏	8
Strongly Disagreed	⏏	8
	24	100

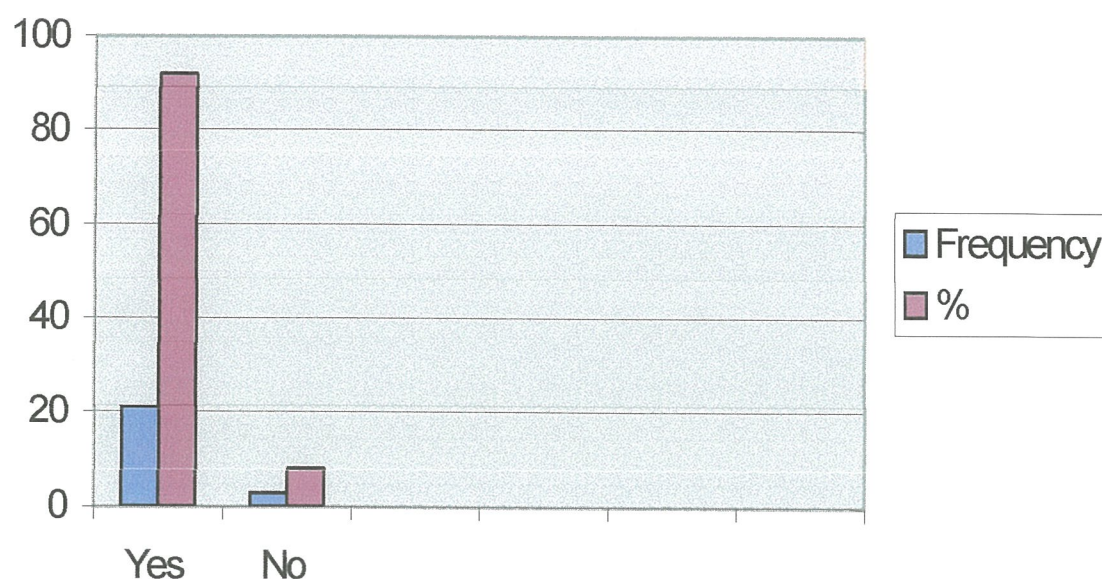
Bar graph 4.19: Truancy

Findings shows that, 34% of the teachers strongly agreed that truancy affect learners' academic performance. 50% agreed in this issue. However, 8% disagreed and another 8% strongly disagreed.

Table 4.20: Effects of *Moranism* Practice

Negative Effects	Frequency	%
Yes	⏏ ⏏ ⏏ ⏏ ⏏	92
No	⏏	8
	24	100

Bar graph 4.20: Effects of *moranism* practice



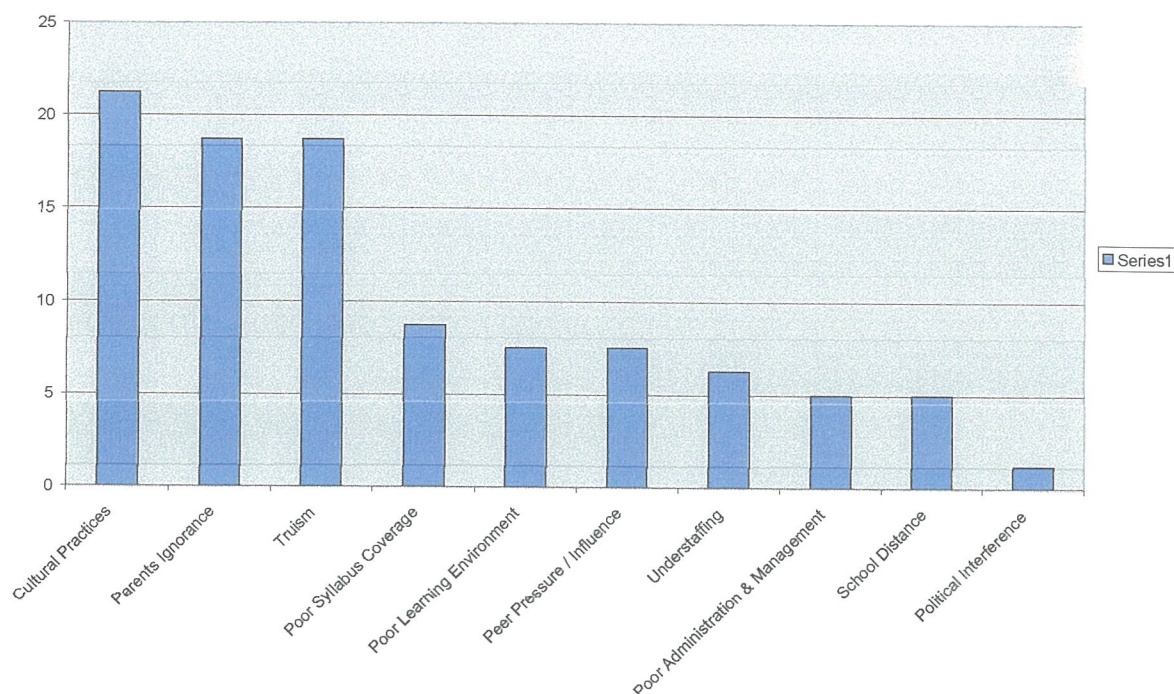
According to these findings, 92% of the teachers said that *moranism* practices cause negative effects to academic performance. This implies that those pupils who participate in this practice perform poorly. On the other hand 8% of the teachers disapproved this fact.

However, in the Masai community those young men or youth, who do not participate in this practice, are not recognized in the society.

Table 4.21 Factors that cause poor academic performance

Causes	Frequency	%
Cultural Practices		21.25
Parents Ignorance		18.75
Truism		18.75
Poor Syllabus Coverage		8.75
Poor Learning Environment		7.5
Peer Pressure / Influence		7.5
Understaffing		6.25
Poor Administration & Management		5
School Distance		5
Political Interference		1.25
Total	80	100

Bar graph 4.21: Factors that cause poor academic performance

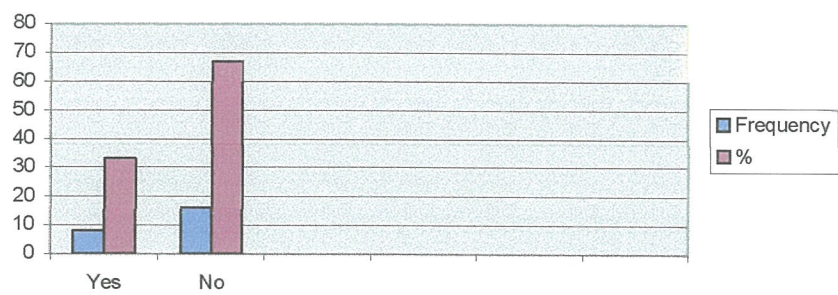


According to this table teachers questioned identified causes of poor academic performance. 21.25% pointed out cultural practices as the main cause. 18.75% stated that parents' ignorance is another cause. Truancy as another factor scored 18.75%. 8.75% of teachers mentioned poor syllabus coverage as a cause of poor academic performance. 7.5% of the respondents highlighted poor learning environment as a contributing factor to poor academic performance. 7.5% of teachers stated peer pressure / influence as another factor. 6.25% identified understaffing of teachers as another problem. 5% mentioned administration and management as also a problem affecting performance. 5% highlighted that long walking distances from home to school that pupils cover everyday affects their performance. 1.25% of teachers identified political interference as a problem affecting performance.

Table 4.22: Community focus towards poor academic performance

	Frequency	%
Yes	III	33
No	III III III I	67
	24	100

Bar graph 4.22: Community focus towards poor academic performance



Research findings indicated that, 67% of the teachers questioned said that this community does not take poor academic performance as a future problem. May be due to their ignorance they don't see poor performance as something that affect the whole society in future. 33% of teachers said that poor academic performance is a societal problem. That is the community understands that poor academic performance is a problem that need to be addressed.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 DISCUSSION

Poor academic performance in K.C.P.E exams by pupils in Ildamat Location in Kajiado District, prompted the researcher to investigate factors that contributed to such a trend. This study was carried out among the public-day-schools in Ildamat location that had done K.C.P.E examination for the last three years. The respondents included teachers and pupils for classes seven and eight. Data was collected using self administered structured questionnaire.

The findings have clearly showed that there are several factors that play a fundamental role in affecting academic excellence in the area. Both teachers and pupils sampled acknowledged these contributors of poor academic performance. The researcher will discuss the importance of these findings to school head teachers and future researchers. From the data that was analyzed using both qualitative and quantitative involving descriptive and statistic, it was evident that pupil's performance was mainly influenced by;

5.1.1 Cultural Practices

In order to achieve better academic performance, head teachers, teachers, parents and other stakeholders have to observe rightful academic and learning standards. It is from this perspective that some outdated traditional and cultural practices have to be stopped from school going children. It is crystal clear that practices like *moranism* and female genital cut are still in vogue in this area. School going children are fully active in these activities. Boys are participating either in meetings that organize how they pursue the activity or even get involved in the whole game during holidays and weekends. Girls on the other hand are given initiation lessons where the climax is female genital cut thus making them ready for marital status.

These practices are so much involving hence pulling a larger majority of the society including elders, leaders and even the oracles like "Loibons". These practices are not compactable with education hence they limit the school going children in performing to the required standards of academics.

Head teachers and other school managers should see into it that school going children are not involved in organizing or participating in these cultural activities. Head teachers should have strong and literate school management committees that deliberate on uplifting of academic standards. Issues of selecting illiterate members in school management committee should be abolished. Otherwise these management committee members have stake in influencing education. If the illiterate persons are selected to lead the parents who themselves are uneducated, they are easily influenced by those who are chained to these cultural bondage. The educated parents should be involved in management of schools. They will assist in emphasizing education, guiding and counseling their fellow parents who are still in the darkness.

They will also assist in laying down values and regulations that make school going children remain in school and stop other cultural activities that affect their education. Through these, there would be consistency in school attendance.

Head teachers, teachers and other stakeholders should be having forums discussing ways and means of stopping these cultural activities and strategizing on how to uplift standards of education. This will help in establishing a focused community and it will put them on board hence success.

Head teachers and teachers should not take final decisions alone otherwise majority of them are from other communities. This fact will bind them from being listened to because the Maasai community is one that believes on their traits and cultural prospects. So it is hard for an outsider to change them. They have a mentality of honoring what you come with and in turn you should also honour what you find them doing. Therefore it is of great importance for head teachers to approach issues from within out (Educ cere) and not from without in (edu care)

Again before head teacher and teachers develop concern towards cultural practices they should examine themselves so that they are perfect before the community. More so they (teachers) should further their education so as to be role models and good managers.

5.1.2 Administration and Management

According to the findings, poor administration and management has also contributed to poor performance in academic in the areas discussed.

Administration is the act of organizing and directing the institution to adhere to the laid rules and regulations with an aim of achieving goals and objectives. It is the act of instructing the concern personnel to deliver the task expected of.

The management is the act of being in charge and makes something happen or control it. This is the act of the administrator keeping the institution in control and in order that it is supposed to be.

Therefore if the head teachers and teachers fail to administer or manage the learning institutions then the out come will be poor academic performance.

Generally high achieving schools have strong management in terms of policy implementation and the discipline of teachers and students. Good organization and management within schools have a positive effect on the treatment of pupils and on the learning environment. Therefore head teachers should act as role models to their colleagues so that they enforce national educational policies.

On the other hand leaders within the community, for instance chiefs and counsellors should work hand in hand with the teachers so as to assist them in times of need. On the same note the community leaders should monitor the progress of their schools. Through this they will identify those school administrators who have short comings like absenteeism, drunkenness and poor administration. School inspectors should also come in for monitoring and evaluation. All these will yield good academic performance. Other factors that the findings reflected were parent ignorance, lack of role model, peer influence/ pressure and truancy.

All these can be changed by good school administration and management when the administrator work hand in hand with the community they will control most of these factors. Otherwise these schools can also generate great and better academic performance when empowered by smart minds of motivated and committed humans.

5.2 CONCLUSION

From the foregoing it is crystal clear that factors affecting academic performance in primary schools are far reaching and varying in nature. It is also evident that poor academic performance if not managed have the potential of holding the prestigious society at a marginalized par. Cultural practices and all other factors of unrest whether justifiable or not has a crippling effects to the contemporary society making it unworthy for human existence and due survival.

Thus school administrators, community leaders and other stakeholders should come to agreement and draw up recommendations that lead them to better academic performance. Nevertheless the research brought to the limelight a variety of those hurdles that perpetuated poor quality education in the region and elsewhere the most crucial point noted was the significance and the credibility that was attached in the causes and challenges that the community seek to propagate. It is comparatively very difficult to improve on the quality of education with all the same hurdles, more so when the root –causes of the same up brought to limelight of the society. In addition to the highlights, there is an urgent need and a timely one of course with maximum consideration possible. The schools in the region should adopt and devise strategies and proper modalities to deal with this challenges.

It is important to note that the school from where the research was done act as typical sample and prototype that represents many areas of interests like; moral sanctity of learners, provision of social amenities and other services in the school fraternity, poor disciplinary measures, among others corruption, poor parental upbringing and bias mentality of both the school administration, the teaching staff included in achieving academic situation of learners. It is therefore left up the school and the community to look and weigh all causes and drive the ones that are of paramount importance and are significantly relevant to them in their basic operation and administration in order to foster on the most crucial and easily adopted strategies and implement the same in the running of their schools so as to avoid the usual devastating scenarios prevailing on the ground. This for sure could help catapult the schools from one level of performance to another

5.3 RECOMMENDATION

From the foregoing study, the following need to be undertaken by the parties concerned in order to improve pupils academic performance in K.C.P.E examinations.

5.3.1 Parents

The parents should pay a more active role in the education of their children by:

- Providing basic needs
- Ensuring that they attend school always
- Allowing them time to study at home
- Assisting them in doing homework.
- Guiding and counseling their children
- Cooperating with teachers to ensure discipline is enhanced.
- Being in touch with academic progress of their children
- Participating in school development activities.
- Discourage their children from outdated cultures and traditions

5.3.2 Local Community

The local community should endeavor to ensure the services of the school by:

- Supporting the needy and orphaned children
- Supporting the school projects
- Assist in controlling some outdated cultural practices.
- Motivating excelling teachers and pupils in their respective school.
- Holding *barazas* to create awareness among parents' pupils and teachers of our embodied danger such as diseases outbreak and taking part in uplifting education.

5.3.3 Pupils

The pupils not only constitute a very crucial part of the school but also play a role of contributing at least 50% to their success. For this reason they should:

- Attend school regularly
- Work hard in all subjects
- Utilize their time wisely both in school and at home
- Do all assignments and homework

- Sit all test and examinations
- Always seek assistance in case of difficulties
- Above all disciplined and co-operate with teachers
- Stop participating in some outdated cultural practices like *moranism*.

5.3.4 Teachers.

Teachers play in the teaching and learning process and greatly determine the level of which school performs in order to improve pupils performance, the researcher recommend the teachers need to:

- Cover the syllabus in time
- Test pupils regularly and do enough revision before K.C.P.E this will build confidence and reduce anxiety during K.C.P.E.
- Avoid tardiness in lesson with learning difficulties
- Avoid unnecessary absenteeism in schools.
- Put more emphasis on assignments and homework so as to keep the pupils actively involved in school.
- Always guide, counsel and encourage the pupils
- Enroll and study for Degree programmes which are available on their academic qualifications, other than relying on promotion by merit.

5.3.5 Head-teacher

In order to improve pupil's academic performance, the head teacher should:

- Adopt schools policies that foster hard work by both pupils and teachers.
- Cultivate a positive relationship between teachers, parents and pupils.
- Ensure good discipline among the pupils
- Encourage team work among teachers.
- Ensure smooth running of the school by holding regular staff meetings at least twice a term to review the operation of their respective schools.
- Organize parents' meetings during opening and prize giving days. To review the academic progress and reward the performance of learners both in curricula and co-curricular activities.

- Enlighten parents on their role in education and always update them on what is taking place in school.
- Empower the P.T.A to meet frequently, at least once every term on review the performance of pupils in their relevant classes.
- Buy the recommended text books.

5.3.6 Examiners (KNEC)

The KNEC should:

- Ensure that all the questions are written clearly.
- Consider pupils from poor families (orphans) in the payment of examination registration fee.
- Introduce a single continuous system instead of just one examination since such an examination disadvantage pupils who may fall sick or suffer any other problem during the examination time.
- Avoid setting questions which may favour certain categories of pupils.

5.3.7 Government (MOEST)

In order to ensure the smooth running of and good performance in schools the government through the MOEST should:

- Employ more teachers to cater for the increased enrolment due to the introduction of F.P.E
- Expand the F.P.E budget to include provision of famine relief food so as to improve pupil's daily attendance and concentration in class work.
- Provide enough teaching and leaning resources including reference and revision.
- Make policy decisions which focus on construction of libraries in primary schools.
- Upgrade one of the provincial's schools in Kajiado Central Division to a tertiary institution that could serve as a role model for further studies.
- Boost teacher's morale by implementing their scheme of service.
- Organize in-service seminars for teachers whereby education officers and inspectors can get feedback from the teachers, advice accordingly and update them on the current trend of education.
- Consider allowing re-introduction of joint mock examinations in primary schools as to enable pupils to become psychologically prepared for K.C.P.E examinations.

- Give clear guide lines on how to maintain discipline in schools, a punishment management so as to re-leave the Head teachers from this extra burden.

Through the appropriate ministries the government should also

1. Improve child care and health services in rural areas by equipping the health centers and providing health workers.
2. Improve infrastructure in order to ease the movement of teachers and pupils to and from schools.
3. Provide water and electricity to rural areas in order to promote self employment among the locals thus improving their economic activities.

5.3.8 Recommendations for further research.

The researcher advices that:

1. Research be conducted focusing on performance in specific subjects so as to establish the subjects that are performed poorest.
2. A similar research should be conducted in other ASAL region of the country so as to have a clear overview of the problems facing these areas. This will enable planners to address the problem in totality.
3. Another research should be conducted in urban setting to give a balance overview of the factors that influence pupil academic performance in primary schools.

BIBLIOGRAPHY

- Bali S. K Drenth P.JD. Flier H. V and Young W.C.E 1984 Contribution of aptitude tests to the prediction of school performance in Kenya. A longitudinal study. Lassie Swets and Zeitlings.
- Cullen K (1969) School and Family , Social factors in educational attainment, Dublin, Gills and Macmillan.
- Duigan R. (1986) Research on Effective Schooling some implication for school improvement. Journal of Educational Administration Vol, xxiv No. 1
- Eshiwani G (1983) Education in Kenya since independence Nairobi East Africa Educational publishers.
- Eshiwani G. (1982) Education and Development in western Province of Kenya. A paper presented at the leaders conference organized by the chamber of commerce.
- Holland K. (1996) The Masai on the horns of dilemma; Development and education, Nairobi Gideon Were Press.
- Kariri J.N (1984) Factors that affect performance. Unpublished PGDE Kenyatta University.
- Kathini N.J (1986) Some factors which influence the performance of pupils in the CPE, working paper, papers no. 401 institute of development studies university of Nairobi.
- Mamanga J (1983 April) Suggestions for improving teaching learning administration . and supervision in schools. Basic educational Form 3.
- Ministry of Education (2000) Handbook for inspection of educational institutions , Nairobi

Mukundi C. (1999) The influence of Head teachers administrative behaviour on primary pupil academic performance in Kiambaa division Kiambu district. Unpublished MED thesis University of Nairobi

Ndiritu A. (1999) Study of factors which influence performance in KCSE selected public secondary schools in Nairobi and Central Provinces in Kenya Unpublished Research Report.

Okumbe J (1998) **Educational management**, Nairobi; Nairobi University Press.

Okumbe J. (1987) Effectiveness of supervision and inspection in selected secondary schools in Kiambu district central Kenya. Unpublished MED thesis Kenyatta University

Olembo J. O Wanga P.E and Karangu N.M (1992) Management in Educational and Educational Research and publication research and publications; ERAP, Nairobi Kenya

Richard T. Schaefer (2003) Sociology; Mc Graw-Hill, New York.

Semi Arid Rural Development Programme (2002), Poverty, Target Group And Governance, Environment in Kijiado District Kenya, SARDEP.

Shiefelboth E, and Simmons J. (1981) the Determinants of school achievements. A Review of the research for developing countries.

Sisugo Z. W. M (1988) A study of the role of DEO in the management and supervision of primary schools education. programmes in the three districts in western Kenya; unpublished MED thesis , Kenyatta University.

Southworth G And Loft House B (1999). The study of Primary Education. A source book Vol. 2 School organization and management. The Falmer Press London.

Todaro M (1977) Economics of Developing World; Nairobi

Waweru J. (1982) Socio-Economic Background as an influence factor in pupils achievements in primary schools in Embu district. Unpublished MED Thesis University of Nairobi.

World Bank (1986) A report on school quality and achievement in Brazil , Washington D.C

World Bank (1987) School and classroom effects on students learning in Thailand

World Conference on EFA (1990) World Declaration on education for all, Meeting basic leaving needs, Washington D.C. UNDP.

NEWS PAPERS

D.C Kajiado - Attributing the district continued poor performance to mushrooming of bogus schools (2004, February 12th) The East African standard p.12.

Eshiwani (1982 March 29th) Quoting the then minister of Education; Standard Newspaper. Pg. 21.

Ministry of Education report on Arid and Semi Arid districts. East African standard newspaper July 15th 2004.

Ndilai G (2007) Concept paper on girl child education.

APPENDICES

APPENDIX A: QUESTIONNAIRES

QUESTIONNAIRE I: TEACHERS QUESTIONNAIRE

This questionnaire is designed to gather data on the factors affecting academic performance in Ildamat location in Central division, Kajiado district. Please give your answers by putting a tick (✓). Also give your responses by selecting an objective that suit your opinion. Please give honest answers. Your response will be treated with confidentiality. **DO NOT** write your name on this paper.

SECTION A: PERSONAL INFORMATION

- i. Indicate your gender; MALE ()
 FEMALE ()
- ii. Indicate your age bracket;
 - over 41 years ()
 - 36---40years ()
 - 31---35years ()
 - 25---30years ()
 - Under 25years ()
- iii. Indicate your professional qualification (tick one)
 - P2 Certificate ()
 - P1 Certificate ()
 - Diploma in Education()
 - Bachelor of education ()
- iv. Give your highest academic qualification.
 - Degree
 - K.AC.E.
 - E.A.C.E / K.C.S.E ('O' Level)
 - K.J.S.E (Form 2)
- v. Indicate your professional experience.
 - 1---5 years()
 - 5---10years()
 - 10---15years()

- Over 15 years ()

How many times have you ever been assessed by education officers?

- 1---3 times ()
- 4---6 times ()
- Over 7 times ()
- None ()

How helpful was the assessment?

- Very helpful
- Helpful
- Not helpful
- Not applicable

SECTION B

For section B choose either; 1, 2, 3 or 4 to indicate your opinion.

Strongly agreed

Agreed

Strongly disagree

Disagree.

4. The problem of poor academic performance is a bottle neck in Ildamat location. Tick one.

4. Strongly agreed. ()

3. Agreed. ()

2. Disagree. ()

1. Strongly disagree. ()

The poor academic performance in Ildamat location is due to;

- Cultural practices _____
- Poor administration and management _____
- Poverty _____
- Parents ignorance _____
- Child labor _____
- Lack of role models _____
- Peer influence _____
- Peer pressure _____
- Truancy _____

SECTION C:

TICK WHERE APPROPRIATE (✓)

1. School boys participate in *moranism* during holidays. Yes () No ()
2. Did *moranism* cause negative effects to academic performance in your school's last year K.C.P.E results? Yes () No ()
3. Does female genital mutilation (F.G.M) still exist in this location? Yes () No ()
4. Does F.G.M affect girl academic performance in your school? Yes () No ()

If yes how _____

SECTION D

a). Please state at least five factors that contribute to poor performance in your school.

1. _____
2. _____
3. _____
4. _____
5. _____

b) Do you normally cover the curriculum syllabus in every subject you teach?

Yes () No (). If No give reason

c) Are teachers motivated by the school administration and management? Yes () No ()

d) Is poor academic performance a societal problem in your school community?

Yes () No ()

If yes justify _____

Thank you.

QUESTIONNAIRE II : PUPILS QUESTIONNAIRE

Please answer the following questions by putting a tick (✓) on one of the option given. Give you own opinion or fill in the blank spaces. There are no wrong or correct answers. Please give honest answers. Kindly answer all the questions. **DO NOT** write your name on this paper. Your answers will be treated with confidentiality.

PART A: PERSONAL INFORMATION

PLEASE TICK ONE (✓)

- i. Indicate your gender. BOY () GIRL ()
- i. Indicate the person you are staying with
- Father and mother ()
- One of the parents ()
- Guardian / Relative. ()
- Occupation or work for the person you are staying with

	<u>FATHER</u>	<u>MOTHER</u>	<u>GUARDIAN / RELATIVE</u>
• Civil servant	()	()	()
• Peasant farmer	()	()	()
• Business person	()	()	()
• Casual worker	()	()	()
• Manual worker	()	()	()

PART B: EDUCATION

1. Which year did you join standard one? _____
2. Which class are you? _____
3. How many marks did you get in end of last year exams? _____
4. Do you herd cattle during school days? Tick one. Yes () No ()
5. Which of the following do you do at home?
- Herd cattle ()
 - Sell milk ()
 - Harvest sand ()
 - Sell charcoal ()

- Stay at home ()

- Are you paid in the work you have chosen? Yes () No ()
- Do boys in your area join *moranism*? Yes () No ()
- Do your parents like this practice of *moranism*? Yes () No ()
- Are school girls circumcised during holidays? Yes () No ()
- Are you taught all the lessons every school day? Yes () No ()
- How many teachers do always come to school every school day?

- 1---3 ()
- 3---5 ()
- 5---8 ()

- The following are some of the factors that affect academic performance. *Please tick those* which are affecting your school.

- *moranism* ()
- girl circumcision ()
- early marriages ()
- taking care of young brothers and sisters ()
- taking care of sick relatives ()
- violence at home ()
- truancy (absent without permission) ()
- selling milk ()
- sand harvesting ()
- herding livestock ()

- Are there educated people in your area whom you would like to be like them?

Yes () No ()

If yes give reason _____

- What do you think you would be after finishing education? _____

APPENDIX B: TRANSMITTAL LETTERS

I) Transmittal letter for the zonal officer

DATE: 1st May 2008

**M/S RACHAEL NAIKUNI
ZONAL OFFICER,
KAJIADO ZONE
P.O.BOX 33,
KAJIADO**

Dear Madam,

I am a graduating student of Kampala International University.

I kindly request permission to carry out a research in primary schools in Ildamat location which is under your jurisdiction, I am conducting a study on the factors affecting academic performance in Ildamat location

Yours faithfully,



Daudi Nathan Kobaai

Noted by;

WOMUZUMBU

Supervisor

II) LETTER TO THE RESPONDENT

I am a graduating student pursuing a bachelor's degree in education in Kampala International University. I am conducting a research for my final project which is a requirement of the degree programme.

I am therefore requesting you to spare a few minutes to answer these questions. The information obtained will be used purely for the purpose of this research will be used purely for the purpose of this research and will be treated as strictly confidential.

The finding of this study will enlighten the pupil's academic performance in KCPE examinations and possibly put measures in place to improve the performance.

Please do not write either your name or the name of your school any where in this questionnaire thanks for your humble concern

Yours faithfully,

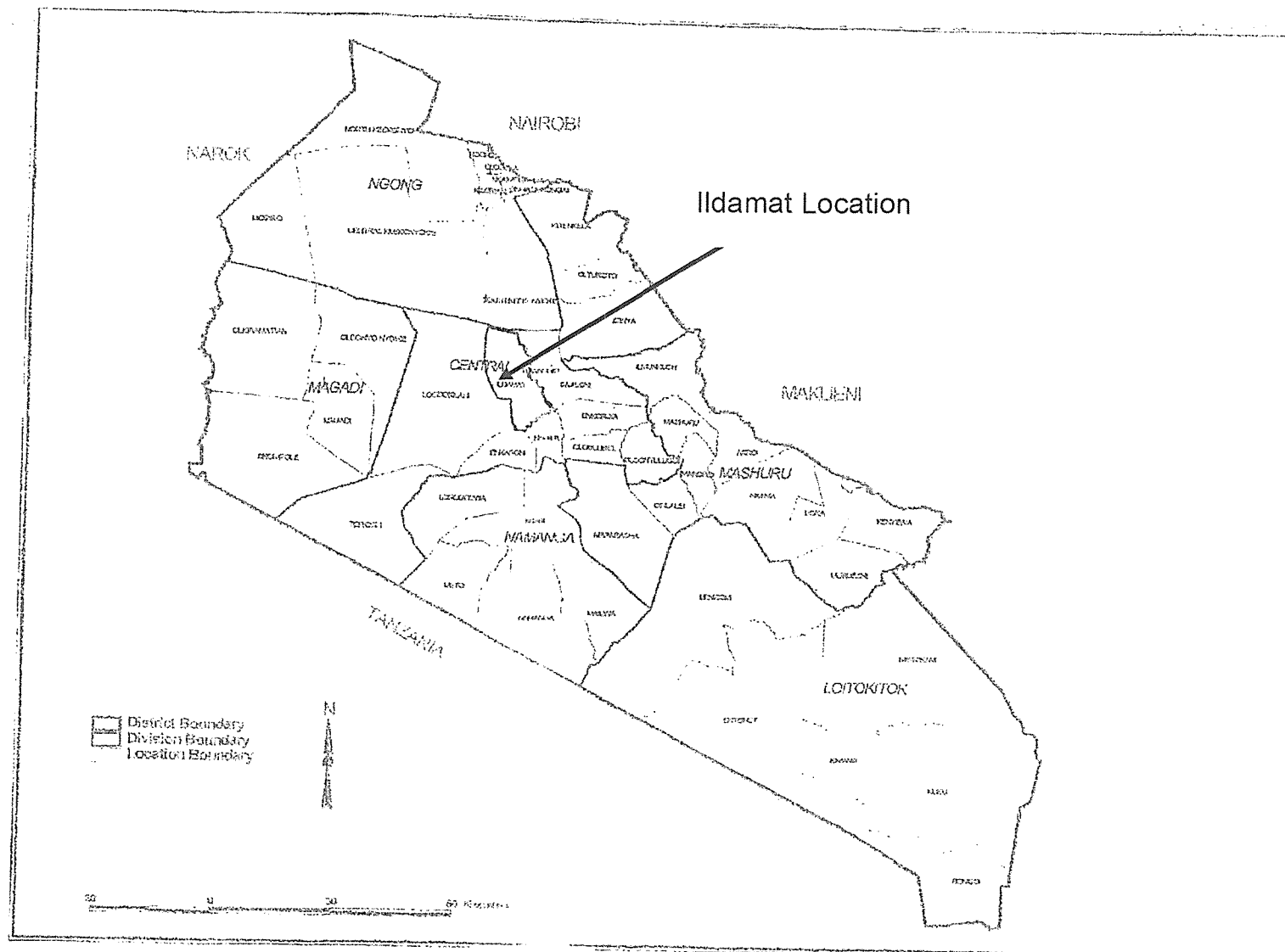


Daudi Nathan Kobaai

APPENDIX C: TIME FRAME

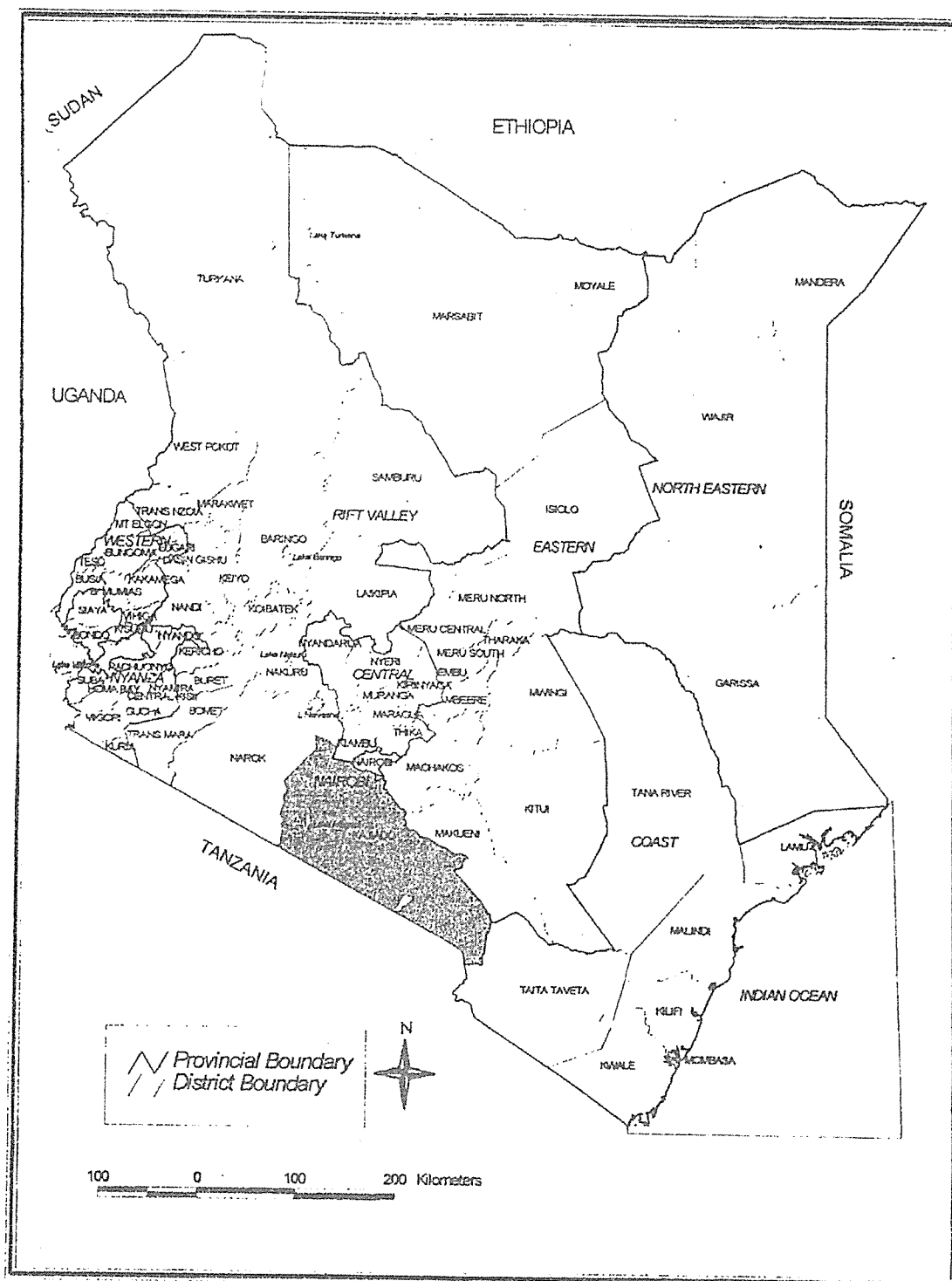
TIME	ACTIVITY
January – march 2008	Writing report proposal
April 2008	Report proposal approval
May - July 2008	Collecting data and analyzing it
August – October 2008	Submission of the research report

APPENDIX D: MAPS



Prepared by central bureau of statistics, 1999 population census

LOCATION OF KAJIADO IN KENYA



Prepared by CBS, 1999 Pop, Census

This map is not an officially recognized administrative boundaries



Kampala International University
Institute of Continuing and Distance Education

P. O Box 20000
Ggaba Road, Kansanga, Kampala, Uganda

Office of the Deputy Director, ICDS Tel: 256-41-373-498

REF: C:\Documents and Settings\RAU\My Documents\letters\research referral.doc

August 22, 2007

TO WHOM IT MAY CONCERN

This letter serves to request your permission for our student

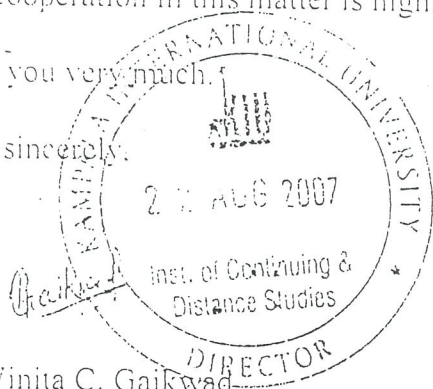
DAUDI NATHAN KOBARI BED/10832/61/DF

to conduct a student research in your school. This research is done on student basis as part of the learning process, and no information learned about the school shall be used for any other purpose.

Your cooperation in this matter is highly appreciated.

Thank you very much.

Yours sincerely,



Mrs. Vinita C. Gaikwad
Deputy Director, ICDS



