SCHOOL FACTORS AFFECTING PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS IN YATTA DIVISION LOWER YATTA DISTRICT, KITUI COUNTY

By

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A Research Project presented to the Department of Education Management, Policy and Curriculum studies in partial fulfillment of the requirements of the Degree of Master of Education (Administration) in the School of Education, Kenyatta University

November, 2011
DECLARATION

This project is my original work and has not been presented for a degree in any other university.

Signature Date

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The project has been submitted for examination with our approval as University Supervisors:

Signature Date

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Signature Date

…………………………… ………………………………

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DEDICATION

I dedicate this piece of work to Almighty God for his strength, provision and inspiration in my endeavour to carry out this research.

Secondly I wish to express my sincere gratitude and appreciation to my dear parents Felix Kivou and Jeniffer Kamene who nurtured my education and who have been a source of my support – God bless you.

Finally this work is dedicated to my beloved wife Frida Ngina and my daughters Joy and Nduku who have positively welcomed my absence when I was carrying out this research. Am very grateful for your prayers and moral support during this highly demanding and challenging moment that resulted in this work.
ACKNOWLEDGEMENT

Acknowledgement is made to the courtesy of all who have kindly contributed to the success of this research project. Although it is hard to mention them all some deserve special mention.

All the head teachers, assistant teachers and pupils of Kyaithani cluster for the information they provided in the research.

My supervisor Prof. Bunyi and Dr. Kithinji of Kenyatta University for their humble guidance and dedication to seeing my success,

May God bless you all.
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# ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANOVA-</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>EFA-</td>
<td>Education for All</td>
</tr>
<tr>
<td>ERS-</td>
<td>Economic Recovery Strategy</td>
</tr>
<tr>
<td>FPE-</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GOK-</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>KCPE-</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>MDGs-</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>SPSS-</td>
<td>Statistical Program for Social Sciences</td>
</tr>
</tbody>
</table>
ABSTRACT

In some regions of Kenya, poor performance in the Kenya Certificate of Primary Education (K.C.P.E.) has been attributed to factors such as; absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models. However these factors differ depending on the critical region under study as well as school. Performance in Yatta Division has been dismal in the past five years. This study therefore endeavored to study the factors that are influencing performance in the schools of Yatta Division. More specifically, the purpose of this study was to analyze school factors impacting on performance in Certificate of Primary Education (KCPE) in public primary schools in Yatta Division of Lower Yatta District. This study used a simple random sampling design to sample teachers and pupils in the area of study. The sample size for the schools was 10 out of the 76 schools in the Division, that is 13%. There are a total of about 2500 pupils in the 10 primary schools. Therefore the sample size of the pupils was 250(10%). Since there are about 501 teachers, 50(10%) of the teachers in the Division were sampled for the study. The data collected was analyzed using mean, mode or median and presented in bar graphs, tables and pie charts. Most of the school factors considered significantly affected the performance of the pupils. They include number of teachers (p=0.032), number of lessons going unattended, availability of facilities (p=0.427), school attendance (p=0.305) availability of books (p=0.029), enrolment levels (p=0.960) and number of lessons handled by teachers. The study concluded that the factors impacting on the performance of the pupils in the primary schools can be alleviated by ensuring that awareness of the role each stakeholder needs to play in the primary education is made. The study hence recommends that i) the government through the ministry of education should ensure the necessary facilities are provided to public schools, ii) The government should consider improving the staffing levels in the schools since it adversely affects performance, iii) The study did not look into factors related to classroom instruction and how they affect performance, hence it is recommended that further studies need to be conducted on these factors to describe their interplay with the factors described here to affect performance, iv) The entry behavior was also not considered in this study. Hence there is a need to carry out research to ascertain the role of entry behavior in influencing the performance of the pupils.
CHAPTER ONE

INTRODUCTION

1.0 Background information

The overall education sector’s goal is to achieve Education for All (EFA) and Millennium Development Goals (MDGs) by 2015, in tandem with national and international conventions and commitments as well as the integration of Science Technology and Innovation (ST&I) in all the productive sectors and processes (Ministry of education, 2008). This education needs to be addressed, in order for the education to be a totally integrated quality education and training to reflect the holistic and inclusive nature as outlined in the Koech report (Abagi and Owino, 2010)

Kenya recognizes that the education and training of all Kenyans is fundamental to the success of the Vision 2030 (Ministry of state for planning national development and vision 2030, 2010). Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. The education sector will therefore, provide the skills that will be required to steer Kenyans to the economic and social goals of Vision 2030. The first immediate challenge facing the sector in Kenya’s transformation to 2030 is how to meet the human resource requirements for a rapidly changing and more diverse economy. The next challenge is to ensure that the education provided meets high quality standards, and that its contents are relevant to the needs of the economy and society (Kenya vision 2030, 2007)

The Government introduced Free Primary Education (FPE) in 2003 in an effort to realize the Economic Recovery Strategy (ERS) and MDG goals. The FPE programme has resulted in
increased access to primary education by reducing the cost burden on households and providing learning and teaching materials to all public primary schools. FPE interventions have increased enrolments in formal primary schools from 5.9 million in 2002 to 7.63 million in 2006 (Education sector report, 2008).

However, while free primary education has increased participation, it has at the same time created considerable problems. It has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government’s ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process (Sifuna, 2003).

In Kenya several challenges have been noticed to impact on the universalization of primary education. Poverty is one of the leading challenges facing the implementation and eventual realization of Universal Primary Education (UPE). An offshoot of the poverty problem is child labour. According to the Child Labour Survey, Kenya had 1.3 million children classified as child labourers (GoK, 1999). Poor staffing and provisioning have also adversely affected the attainment of UPE in Kenya. Many schools are grossly understaffed. The situation is grimmer for schools in the arid and semi-arid areas, as well as those in the slums of urban areas, where the ratio could be as high as 1:100 (UNICEF, 2005). For the majority of children in Kenya, as in other African countries (Ki-Zerbo, 1990), primary school education is terminal. As such, primary
education should equip them with adequate life and career skills to lead meaningful lives after school. In reality, however, the education offered in primary schools predominantly aims at preparing the pupils for secondary school (Sifuna & Sawamura, 2008). Consequently, many children terminate their formal schooling with very little in the way of gainful life skills.

Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point. Pupil achievement in Kenya’s primary schools can be compared using the Kenya Certificate of Primary Education (KCPE) examination which is standardized. Studies have indicated that in informal settlements of Nairobi pupils perform below average compared to those outside informal settlements. However the performance is also affected by such factors as gender, school type and location and socio-economic status (APHRC, 2008).

In some regions of Kenya performance in the Kenya Certificate of Primary Education has been attributed to such factors; absenteeism of pupils from school, lack of facilities, lack of motivation, understaffing and lack of role models. In Magarini (Katana, 2010) several factors have been attributed to the poor performance in KCPE. The factors include understaffing of teachers, teacher and pupil demotivation, poor time management, poor discipline standards, negative impacts of the community and lack of adequate teaching and learning materials. However these factors differ depending on the region under study as well as school. There is therefore need to carry out studies in every region to ascertain the individual factors that affect KCPE performance in the region (Morumbwa, 2006).

In Meru central District, Thuranira (2000) cited such factors as poor remuneration for teachers, transfers being effected at the middle of the term, inadequate supervision and inspection. The
study reported other factors which were similar to those reported in other areas. These factors include understaffing, lack of learning and teaching materials, lack of motivation and lack of enough support from the local community.

Yatta Division has a total of 76 schools with a total of 501 teachers. Averagely there are 6-7 teachers per school. All the schools are day mixed primary schools and 5 are private primary schools. Performance in KCPE in Yatta Division has been below average in the past five years. The performance has been below average or average as shown in the table 1.1. There is therefore need to carry out a study on the factors influencing performance in the Division that has recorded such low marks in KCPE.

### Table 1.1: Average score of pupils in the Division in the past 5 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Average score of pupils out of 500 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>246.45</td>
</tr>
<tr>
<td>2008</td>
<td>251.49</td>
</tr>
<tr>
<td>2007</td>
<td>242.2</td>
</tr>
<tr>
<td>2006</td>
<td>245.07</td>
</tr>
<tr>
<td>2005</td>
<td>247.10</td>
</tr>
</tbody>
</table>

### 1.1 Problem statement

Performance in Yatta Division for the past five years has been below average. There has been no improvement as such. Studies (Morumbwa, 2006) have indicated that factors such as absenteeism of pupils from school, lack of facilities, lack of motivation, understaffing and lack of role models affect performance in KCPE. However the factors differ depending on the region
and school under study. Morumbwa’s study was based in Nyamaiya Division Nyamira Division. Katana (2010) reported factors that influence performance in Magarini and APHRC (2008) outlined the factors in the informal settlements of Nairobi. These studies were carried out in areas with different demographic factors from Lower Yatta District. Since the factors differ depending on the region and school there is need to carry out a study for Lower Yatta District. There is every indication that studies need to be carried out in every region that registers low marks to ascertain the factors that influence performance in that region. The factors differ in different regions because of such parameters as different socio-economic status of different regions, leadership trends of the region and the geographical location. This study therefore endeavored to study the factors that are influencing performance in the schools of Yatta Division.

1.2.1 Purpose of the study

The purpose of this study was to analyze school factors impacting on performance in Certificate of Primary Education (KCPE) in public primary schools in Yatta Division Lower Yatta District, in order to make recommendations for improvement. The study correlated the factors in each school with performance. The study also sought the opinion of teachers in the schools on how to improve performance.

1.3 Objectives

i) To find out the average performance in KCPE in each school in the past five years

ii) To analyze the school factors that influence performance in the schools

iii) To seek the opinion of the teachers on how the performance in KCPE can be improved

1.4 Research questions

i) What are the performance trends in the schools in the District?
ii) What are the school factors contributing to the performance in the different schools of Yatta Division Lower Yatta District?

iii) What are the opinions of the teachers on how the performance in KCPE can be improved?

iv) What are the recommendations for improvement of performance in Yatta Division Lower Yatta District?

1.5 Assumptions of the study

i) For instance, that all schools undergo the same curriculum, get teachers from the same source (TSC) and that the respondents are willing to give truthful and accurate answers.

ii) Pupils in all the schools have the potential of excelling despite the different learning environment

1.6 Limitations of the study

The study was restricted to Yatta Division of Lower Yatta District and did not cover other Districts in the Republic of Kenya. However other regions of Kenya also experience the problem of poor performance hence the study can be used to show the picture of the whole country. The study did not include the private schools which experience different school environment factors. The other limitation of the study is that it did not include secondary schools. This is because secondary schools experience unique problems of poor performance due to some factors which are unique to secondary school.

1.7 Delimitation of the study

The study only sampled the teachers who were present during the day of sampling. Those who were absent were not included in the sampling exercise. The quantitative delimitation of the
study is that parents and members of the school management were not included because of the difficulty of finding them.

1.8 Justification of the study

The KCPE is an important examination in education system in Kenya. Other than being used for examinee certification, KCPE is also used for selection of candidates into secondary schools. Studies (Morumbwa, 2006) have indicated that several factors have caused the poor performance in KCPE in various regions in Kenya. The factors are different depending on the area under study. Some of the factors reported include; disruption due to teachers absence and missed classes for chores and punishments (Mwinzi and Kimengi, 2006). In other areas pupils perform poorly because they stay long distances from school and this affects more girls’ performance than boys. Parental socioeconomic status has also been cited as a major factor that influences performance of boys (Jagero, et al., 2010). Various regions experience unique problems therefore there is need to assess the factors that influence performance in each region.

1.9 Significance of the study

The study has provided information on the factors impacting on performance of KCPE. The study has also correlated the factors and performance in KCPE. The information will be useful in helping the stakeholders to come up with interventions to help improve the performance. The study has also provided literature and a road map for scholars who may want to study the area.

1.10 Theoretical framework

The study was guided by the Talcott Persons Structural Functionalism Theory. According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and
complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. In this case the performance of a student depends on many factors that work in harmony to give the product. For the student to perform well all the involved parties’ have to function well. The school as a social system has within it a series of sub-systems which interact with each other and the environment. Their interactions should be harmonious for effective achievement of good performance.

1.10 Conceptual framework

The attendance and performance of pupils in school over a given period of time reflects the impact of various school factors and socioeconomic factors, originating from the community and homes/families of the pupils. The socioeconomic variables can broadly be categorized into pre-primary learning of the pupil, the pupil’s family background, pupil’s personality and community based factors.
CHAPTER TWO

LITERATURE REVIEW

Literature was reviewed in areas of factors affecting performance around the world and Africa. Factors affecting performance in primary schools in Kenya were also reviewed.

2.1 Factors affecting performance around the world and Africa

Studies by Dermie, *et al* (2006) and Diriye (2006) attribute the poor performance of Somali pupils in United Kingdom to overcrowded accommodation. A typical Somali family of six children can have little or no space to organize their learning materials and may experience learning obstacles such as excessive noise levels. A study by Clarissa (1992) in Barbados examined home environmental factors that have a positive influence on achievement of secondary pupils. She observed that family stability, unity, and security had a positive influence on school achievement. Data was collected from a sample of 105 form-four pupils with 40% boys and 60% girls.

A study by Evans (1999) on gender achievement of secondary education in Jamaica revealed that socialization within the home and within the community contributed to their motivation to achieve. According to Desarrollo (2007), in Latin America the extent to which parents or other family members are actively engaged in a student’s education had a positive influence on student achievement. But a study by Hunnum and Park (2004) in rural China indicated that there is no positive correlation between family and community cohesion with student achievement, however the study noticed that the parent–child interaction supported child’s aspirations and confidence.
According to Dermie et al (2007), lack of parental support among the Somali pupils in the United Kingdom contributed to their poor performance. Many of the Somali parents were unable to offer help to their children because of lack of prior education or ability to use English.

The problems for day student arose from a lot of work at home. A study by Desarrollo (2007) in Latin America outlined that secondary pupils with the responsibility of earning money for their families on a regular basis performed poorly in their national examinations. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labor-intensive house-hold chores before going to school and therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well (Scharff, 2007).

Grantham et al (1998), while studying school performance of Jamaican girls declared that better achievement levels were associated with possession of school materials and access to reading materials outside of (the) school. A study by Hinnum and Park (2004) determined that there was a positive correlation between the presence of reading materials at home and performance in rural China.

A study by Coady and Parker (2002) in Mexico had shown that distance to secondary school had consistently large negative effect on the probability of enrolling in secondary school. The impact in general was much larger for girls than boys. For girls, a reduction of distance to the nearest secondary school by one kilometer would result on an increase in the probability of attending by 8.6% whereas for boys the corresponding increase would be approximately 6.3%.
Long distances from homes to schools are a likely cause of underparticipation among rural communities in Africa where only few schools exist (Malenya 2008). According to De Jaeghere (2004), in Africa lack of formal secondary schools in close proximity to girls’ homes prohibits their participation.

2.2 Factors affecting performance in Kenya

Studies in Kenya by Jagero (1999), Oloo (2003), and Mackenzie (1997), showed that a major problem affecting academic achievement was a home environment of the day pupils that was not conducive to reading. A research of Jagero (1999) in Kisumu District that substantiated the finding that lack of reading materials at home was a major factor affecting the performance of day secondary pupils.

According to Mbilinyi (2003), most pupils, especially girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations. In Kenya Mensch and Lloyd (1997) found out that if girls have more domestic responsibilities than boys, they may have less time for homework, on the other hand, if girls are confined at home after school and boys allowed more freedom, girls may use some of their free time to do more homework thus performing better than boys.

Morumbwa (2006) carried out a study on the factors affecting performance in KCPE in Nyamaiya Division. The confirmed that absenteeism of pupils from school lack of facilities, lack motivation, understaffing, lack of some facilities and lack role models cause poor performance. The study also found out that the head teachers and standard eight teachers academic
professional qualifications and administrative experience does not affect school
performance in KCPE Head teachers.

Obiero (2010) explored the effect of administrative practices on KCPE performance in Maseno
Division in Kisumu. The study revealed that curriculum implementation and assessment, teacher
professionalism and work related behavior and management practices predict KCPE
performance. However materials and equipment as well as school environment and facilities
have no significant influence on performance.

2.3 Conclusion

The literature reviewed here has explored factors influencing performance in various countries
and Kenya. The literature confirms that different factors affect performance in various countries
and regions. The studies give a green light in carrying out studies in various regions because of
the varying conditions of the areas.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is organized under the following headings, the research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis.

3.1 Research Design

This study was a descriptive research. A descriptive research design is a method of collecting information by interviewing or using a questionnaire (Orodho, 2009). Further states that descriptive survey gathers data from a relatively large number of cases at a particular time. The descriptive surveys have also been widely used in education research for many years and continue to be used to gather information on prevailing conditions. The study covers a large number of respondents making descriptive design the most suitable.

3.1.1 Variables

The independent variables of the study included the factors related to staffing levels, materials and facilities, profiles of teachers and pupils, as well as administrative factors. These factors directly affect the dependent performance of pupils.

3.2 Study locale

The study was conducted in Yatta Division, Lower Yatta District in Kitui County. The District has a population of 515,422 going by the 1999 census and covers an area of 20,402 km². The climate is semi-arid; it receives roughly 71 cm (28 inches).
3.3 Target population

The study was conducted in Yatta Division, Lower Yatta District, Eastern Province. The Division comprise of, 76 schools, 501 teachers and approximately 15200 pupils. Most of the schools are day mixed schools. A sample of teachers and pupils was drawn from selected schools.

3.4 Sample and Sampling techniques

3.4.1 Sampling techniques

Samples of schools were recruited in the Divisions in order to represents effectively the whole study area. Simple random sampling was used to recruit teachers and pupils in the study. The teachers gave overall information on the factors that they feel affect the performance of the children. The pupils gave information on the problems they face that make them not perform well. The headteacher was chosen to give information on the enrollment levels as well as staffing levels.

3.4.2 Sample size

The total sample size was determined according to the guidelines of Kothari (1985). According to Kothari (1985) a sample of 10% to 30% is appropriate for descriptive studies. The sample size for the schools was 10 out of the 76 that is 13%. There are a total of about 3200 pupils in the 10 primary schools. Therefore the sample size of the pupils was 320(10%). Since there are about 501 teachers, 50(10%) of the teachers in the Division were recruited into the study.
Table 0.1: Sample size

<table>
<thead>
<tr>
<th>Study group</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>250</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

3.5 Research Instrument

The study used the questionnaire as the main research instrument. However, in the schools an observation form was used to assess the state of the factors in the schools. The questionnaire was chosen because it fits in the population being studied. The population being studied is literate and since it is a large population the questionnaire formed a good tool in the study (Orodho, 2008).

3.6 Validity

Essentially validity is concerned with establishing whether the questionnaire content is measuring what they are supposed to measure. Validity is therefore the degree to which the empirical measure or several measures of the concept, accurately measure the concept. Content validity was determined through expert judgment by the supervisor and some colleagues.

3.7 Piloting

Piloting was done on a small representative sample to ascertain the feasibility of the study. The piloting was done in 5 schools which were not included in the study. Piloting ensured that the research instruments did not have potential misunderstanding.
3.8 Reliability
Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. The split-half technique of measuring reliability was used. This involved splitting the pilot questionnaire into two halves then calculating the spearman rank correlation coefficient (r) for the two halves. According to Orodho (2009) a correlation coefficient of at least 0.7 and above for the two halves is considered sufficient. The purpose of the reliability was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument.

3.9 Data collection
The study was subjected to approval by the Kenyatta university graduate school. The study was also approved by the Ministry of Education. After approval the respondents were approached to give consent to participate in the study. The respondents were sent letters which explained the intention of the study. Information from the study was kept confidential and was only used for this study.

3.10 Data analysis and presentation
Descriptive data collected was presented as mean, mode or median. Analysis of variance (ANOVA) was used to test the differences between the school factors of different schools in the Division. The statistical software for social science (SPSS) was used to aid analysis of data.
CHAPTER FOUR
DATA ANALYSIS, RESULTS, INTERPRETATION AND DISCUSSION

4.1 Overview
This study sought to analyze school factors impacting on performance in Kenya Certificate of Primary Education (KCPE) in public primary schools in Yatta Division Lower Yatta District. The study was conducted in 10 schools of the Division. It included 250 pupils and 50 teachers. The study used questionnaires as the main research instrument.

4.2 Demographic characteristics of the study population
Several demographic factors were considered which were important in interpretation of responses given. The factors included; sex and age of pupils and sex, type of school and length of service for the teachers. Among the pupils who were recruited 138(43.1%) were males while 182(56.9%) were females. Such factors can be used to understand various responses to the factors of interest in this study. Age of the pupils was also asked and 6(1.9%) were of age 6-10 while 314(98.1%) were of age 11-20. The pupils were also asked to say who pays their fees levies and their responses were as follows; guardian 50(15.6%), mother 96(30%), father 23(7.2%) and mother & father 151(47.2%). The demographic characteristics of the families from which the pupils had come from was also considered. Most of the pupils 177(55.3%) were from families with 1-3 siblings. Others 118(36.9%) were from families with 4-6 siblings, 18(5.6%) were from families with 7-9 siblings and 7(2.2%) did not respond to the question. Most of the pupils 138(43.1%) were from families that earned 5001 Sh and above, 55(17.2%) were from families that earned 4001-5000, 53(16.6%) earned 2001-3000, 44(13.8%) earned 1001-2000 and 19(5.9%) earned 1-1000 (Table 4.1).
<table>
<thead>
<tr>
<th>Demographic factor</th>
<th>Categories</th>
<th>Counts</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>138</td>
<td>43.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>182</td>
<td>56.9</td>
</tr>
<tr>
<td>Age</td>
<td>1-10</td>
<td>6</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>314</td>
<td>98.1</td>
</tr>
<tr>
<td>Person paying their fee levies</td>
<td>Guardian</td>
<td>50</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td>Mother</td>
<td>96</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>23</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>Mother and Father</td>
<td>151</td>
<td>47.2</td>
</tr>
<tr>
<td>Number of siblings</td>
<td>1-3</td>
<td>177</td>
<td>55.3</td>
</tr>
<tr>
<td></td>
<td>4-6</td>
<td>118</td>
<td>36.9</td>
</tr>
<tr>
<td></td>
<td>7-9</td>
<td>18</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Non respondent</td>
<td>7</td>
<td>2.2</td>
</tr>
</tbody>
</table>

The demographic factors are important in providing supportive explanation in some observations in the study. Notably the demographic factors affect the socio-economic status of the families and subsequently the possible investment in education. The number of children in a family can adversely affect the capability of the parents to provide all the requirements of the pupils in school. This is related to the income of the parents in general. Low income families will have children who may not have all the school requirements and a suitable home environment. The schools under study were found to be low income families hence they are subject challenges in provision of education to their children.
The demographic factors of the teachers were also considered in terms of age, type of school and the length of service. Among the teachers 5(10%) were 35-40 years, 5(10%) were 41-45, 25(50%) were 46-50 and 15(30%) were 51-55 years. The teachers had worked for varying numbers of years; 15(30%) had worked for less than 5 years, 25(50%) had worked for 10-15 years and 10(20%) had worked for more than 15 years. All the teachers were from single streamed schools.

Table 0.2: Demographic factors of the teachers

<table>
<thead>
<tr>
<th>Demographic characteristic</th>
<th>Categories</th>
<th>Counts</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>35-40</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>41-45</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>46-50</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>51-55</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Length of service as a teacher</td>
<td>Less than 5 years</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>10-15 years</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>More than 15 years</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29</td>
<td>58</td>
</tr>
</tbody>
</table>

The demographic factors of the teachers are also important in providing explanations to the observations in the study. The attributes of the teachers such as age and experience of the teachers may directly affect the performance of the pupils. Studies (Obiero 2010) have revealed that the professionalism of teacher’s behavior and management affects the performance of the
pupils. The teachers of the schools under study seem to be middle aged and have worked for a couple of years. It is therefore expected that the schools had the right staff to ensure performance. This is however coupled with other factors that are explored below.

### 4.3 Performance of the pupils in KCPE in the selected schools

The performance of the pupils for the last five years also considered. The marks scored in the schools in the last five years are presented in the table below.

**Table 0.3: KCPE performance in the ten school 2005-2009**

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>254</td>
<td>247</td>
<td>233</td>
<td>232</td>
<td>210</td>
</tr>
<tr>
<td>S2</td>
<td>221</td>
<td>221</td>
<td>224</td>
<td>191</td>
<td>235</td>
</tr>
<tr>
<td>S3</td>
<td>231</td>
<td>258</td>
<td>256</td>
<td>201</td>
<td>189</td>
</tr>
<tr>
<td>S4</td>
<td>247</td>
<td>263</td>
<td>267</td>
<td>212</td>
<td>204</td>
</tr>
<tr>
<td>S5</td>
<td>256</td>
<td>241</td>
<td>211</td>
<td>231</td>
<td>185</td>
</tr>
<tr>
<td>S6</td>
<td>247</td>
<td>251</td>
<td>235</td>
<td>195</td>
<td>241</td>
</tr>
<tr>
<td>S7</td>
<td>258</td>
<td>247</td>
<td>265</td>
<td>204</td>
<td>202</td>
</tr>
<tr>
<td>S8</td>
<td>267</td>
<td>231</td>
<td>261</td>
<td>210</td>
<td>211</td>
</tr>
<tr>
<td>S9</td>
<td>245</td>
<td>247</td>
<td>229</td>
<td>235</td>
<td>181</td>
</tr>
<tr>
<td>S10</td>
<td>257</td>
<td>254</td>
<td>236</td>
<td>189</td>
<td>222</td>
</tr>
<tr>
<td>MEAN</td>
<td>248.3</td>
<td>237.1</td>
<td>211.1</td>
<td>198.3</td>
<td>208</td>
</tr>
</tbody>
</table>
The mean performance of the schools in year first year that was considered was 248.3, the second year was 237.1, the third year the mean was 211.1, the fourth year the performance was 198.3 and in the fifth year the performance was 208 (Figure 4.1).

Figure 0.1: Performance of the schools in the last five years

The performance was considered by mean marks for the last 5 years. The performance has not been consistent in most of the schools in the 5 years. The performance has been below average and has been declining in the last five years.

4.5 School factors affecting performance of the pupils
The study also sought to analyze the school factors affecting performance of the pupils. The factors included; staffing, enrollment, availability of facilities, school attendance and teacher qualification.

4.5.1 Staffing levels

The staffing levels in the ten schools as well as the understaffing was considered. The table below represents the number of teachers in the various schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Staffing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>6</td>
</tr>
<tr>
<td>S2</td>
<td>6</td>
</tr>
<tr>
<td>S3</td>
<td>8</td>
</tr>
<tr>
<td>S4</td>
<td>7</td>
</tr>
<tr>
<td>S5</td>
<td>6</td>
</tr>
<tr>
<td>S6</td>
<td>10</td>
</tr>
<tr>
<td>S7</td>
<td>9</td>
</tr>
<tr>
<td>S8</td>
<td>8</td>
</tr>
<tr>
<td>S9</td>
<td>8</td>
</tr>
<tr>
<td>S10</td>
<td>7</td>
</tr>
</tbody>
</table>

The staffing levels were subjected to T test to confirm whether they affected performance of the pupils. The number of teachers significantly affected the performance of the pupils (P=0.032;
F=0.741; DF=49). However the study sought to know if the schools were understaffed. Most of the teachers 35(70%) were of the opinion that the schools were understaffed while 15(30%) were of the opinion that the schools were not understaffed. The teachers reported that the schools were understaffed by 1-2 teachers. All the understaffed schools had made requests to be given additional teachers. The understaffing of the schools significantly influence the performance of the pupils (P=0.02; F=0.342; DF=49; Table 4.5).

### Table 0.5: Staffing levels of the school and its effect on performance

<table>
<thead>
<tr>
<th>School factor</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>6-10</td>
<td>50</td>
<td>100</td>
<td>0.032</td>
<td>1.198</td>
</tr>
<tr>
<td>Understaffing</td>
<td>Yes</td>
<td>35</td>
<td>70</td>
<td>0.022</td>
<td>0.594</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By how many teachers</td>
<td>1-2</td>
<td>35</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request for teachers</td>
<td>Yes</td>
<td>35</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staffing levels are very important in ensuring performance in the primary schools. The issue of understaffing has been a thorny issue in most parts of the country. Without enough teachers it becomes a difficult affair of curriculum implementation. Just like most of other areas of the country the schools reported that they were understaffed. The understaffing was made worse with the introduction of FPE. The levels of staffing in the schools under study did not seem to be very worse as the understaffing was by 1-2 teachers. This could be due to the government efforts
to alleviate the issue of understaffing. The issue of has been reported by Morumbwa (2006) as affecting the performance of the pupils

4.5.2 Enrollment levels, trends in enrollment and lesson attendance

The enrollment levels of the ten schools were considered. The teachers were asked to give the trends in enrolment and say whether increasing or decreasing. The table below presents the enrollment levels of the schools.

Table 0.6: The enrollment levels, number of pupils per class and the trends in enrollment

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ENROLLMENT</th>
<th>NUMBER OF PUPILS PER CLASS</th>
<th>TRENDS IN ENROLLMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>200</td>
<td>25</td>
<td>Increasing</td>
</tr>
<tr>
<td>S2</td>
<td>232</td>
<td>29</td>
<td>Increasing</td>
</tr>
<tr>
<td>S3</td>
<td>260</td>
<td>27</td>
<td>Decreasing</td>
</tr>
<tr>
<td>S4</td>
<td>176</td>
<td>22</td>
<td>Constant</td>
</tr>
<tr>
<td>S5</td>
<td>200</td>
<td>25</td>
<td>Constant</td>
</tr>
<tr>
<td>S6</td>
<td>210</td>
<td>26</td>
<td>Increasing</td>
</tr>
<tr>
<td>S7</td>
<td>224</td>
<td>28</td>
<td>Decreasing</td>
</tr>
<tr>
<td>S8</td>
<td>208</td>
<td>25</td>
<td>Increasing</td>
</tr>
<tr>
<td>S9</td>
<td>200</td>
<td>25</td>
<td>Constant</td>
</tr>
<tr>
<td>S10</td>
<td>232</td>
<td>29</td>
<td>Decreasing</td>
</tr>
</tbody>
</table>
The workload of teachers in the schools was considered. The number of lesson handled by the teacher and those ones going unattended were considered.

Table 0.7: Lessons handled by teachers per week and whether some lessons went unattended

<table>
<thead>
<tr>
<th></th>
<th>LESSONS OF TEACHERS PER WEEK</th>
<th>LESSSONS UNATTENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>27</td>
<td>YES</td>
</tr>
<tr>
<td>S2</td>
<td>28</td>
<td>NO</td>
</tr>
<tr>
<td>S3</td>
<td>27</td>
<td>NO</td>
</tr>
<tr>
<td>S4</td>
<td>32</td>
<td>NO</td>
</tr>
<tr>
<td>S5</td>
<td>36</td>
<td>NO</td>
</tr>
<tr>
<td>S6</td>
<td>36</td>
<td>NO</td>
</tr>
<tr>
<td>S7</td>
<td>39</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>S8</td>
<td>39</td>
<td>YES</td>
</tr>
<tr>
<td>S9</td>
<td>38</td>
<td>NO</td>
</tr>
<tr>
<td>S10</td>
<td>39</td>
<td>YES</td>
</tr>
</tbody>
</table>

The enrollment levels were analyzed into percentages. The Results were also subjected to T test to show whether they influenced performance of the pupils. The results of percentages in enrollment are presented in the table below.
Table 0.8: Enrollment levels and the work load of teachers

<table>
<thead>
<tr>
<th>Factor</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollment</td>
<td>100-150</td>
<td>10</td>
<td>20</td>
<td>0.960</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>151-200</td>
<td>20</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>201-250</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>251-300</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pupils in a class</td>
<td>20-30</td>
<td>50</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons of teachers per week</td>
<td>20-30</td>
<td>15</td>
<td>30</td>
<td>0.321</td>
<td>1.198</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>35</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons going unattended</td>
<td>Yes</td>
<td>15</td>
<td>30</td>
<td>0.238</td>
<td>1.460</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>30</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>respondent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trends of enrollment in the</td>
<td>Increasing</td>
<td>20</td>
<td>40</td>
<td>0.0305</td>
<td>0.742</td>
</tr>
<tr>
<td>schools</td>
<td>Decreasing</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constant</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study also sought to know the enrollment levels of the schools and how this affects performance. A larger percentage 20(40%) had an enrollment of 151-200, 15(30%) had enrollment of 201-250, 10(20%) had enrollment of 100-150 and 5(10%) had enrollment of 251-300. All the schools had 20-30 pupils in each class. There was no significant influence of the enrollment levels on the performance of the pupils (P=0.960; F=0.99; DF=49). The work load of
the teachers was also considered. Most of the teachers 35(70%) handled 31-40 lessons in a week and 15(30%) handled 20-30 lessons per week. There was however no significant influence of the number of lessons on the performance of the pupils (P=0.321; F=1.198; DF=49). The teachers were also asked to state whether some lessons went unattended. Among the schools, 30(60%) some lessons went unattended, 15(30%) lessons did not go unattended and 5(10%) did not respond to the question. The number of lessons going unattended did not however influence the performance of the pupils (P=0.238; F=1.460; DF=49). The trend of enrollment in the schools was also considered in terms of increasing or decreasing. Among the schools, 20(40%) the trend was increasing, 15(30%) the enrollment was decreasing and 15(30%) the enrollment was constant (Table 4.5).Enrollment significantly influenced of the performance of the pupils (P=0.0305; F=0.742; DF=49).

The enrollment levels were considered in terms of the total enrollment and the numbers of pupils per class. Enrollment has been a contentious issue since the introduction of FPE in the country. The increase in enrollment levels has resulted in large classes that the teachers are not able to handle. It has also escalated the issue of understaffing. The enrollment levels were found to be considerably high despite the fact that it did not significantly influence the performance of the pupils. Escalating enrollments results in excessive work load on the teachers which might compromise their effectiveness. The high work load on teachers results in some lessons not being attended, books not marked and poor preparation.
4.5.3 Facilities and learning materials

The facilities available for the pupils and the teaching learning material were considered. The table below presents the results in the 10 schools.

Table 0.9: Availability of facilities and teaching learning materials

<table>
<thead>
<tr>
<th>School</th>
<th>AVAILABILITY OF FACILITIES</th>
<th>AVAILABILITY OF LEARNING MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>YES</td>
<td>Enough</td>
</tr>
<tr>
<td>S2</td>
<td>NO</td>
<td>Enough</td>
</tr>
<tr>
<td>S3</td>
<td>NO</td>
<td>Fairly enough</td>
</tr>
<tr>
<td>S4</td>
<td>NO</td>
<td>Fairly enough</td>
</tr>
<tr>
<td>S5</td>
<td>YES</td>
<td>Enough</td>
</tr>
<tr>
<td>S6</td>
<td>NO</td>
<td>Enough</td>
</tr>
<tr>
<td>S7</td>
<td>NO</td>
<td>Fairly enough</td>
</tr>
<tr>
<td>S8</td>
<td>YES</td>
<td>Enough</td>
</tr>
<tr>
<td>S9</td>
<td>NO</td>
<td>Fairly enough</td>
</tr>
<tr>
<td>S10</td>
<td>YES</td>
<td>Enough</td>
</tr>
</tbody>
</table>

The availability of the facilities and teaching and learning materials was subjected to T test to find out its significance on determining performance. The results were also analyzed into percentages. The table below presents the findings and the significance levels.
Table 0.10: Effect of facilities on performance

<table>
<thead>
<tr>
<th>School factor</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities available</td>
<td>Yes</td>
<td>20</td>
<td>40</td>
<td>0.944</td>
<td>0.427</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>30</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School attendance</td>
<td>Yes</td>
<td>50</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of learning materials</td>
<td>Enough</td>
<td>30</td>
<td>60</td>
<td>0.032</td>
<td>0.433</td>
</tr>
<tr>
<td></td>
<td>Fairly enough</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>On respondent</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The effect of facilities on performance was subjected to performance as well as percentages. In most of the schools 20(40%) the facilities were said to be unavailable for pupils while in 30(60%) they were available. The availability of the facilities such as books did not significantly influence the performance of the pupils (P=0.427; F=0.944; DF=49; Table 4.10).

Learning materials available for the learners were also considered. Among the schools, 30(60%) had enough books, 5(10%) had fairly enough and 15(30%) did not respond to the question. The teachers pointed other factors that affected performance as poverty 40(80%), parent’s ignorance 5(10%) and indiscipline 5(10%). There was significant influence of the availability of learning materials on the performance of the pupils (P=0.032; F=0.433; DF=49; Table 4.10).

The availability of various facilities including the books are important in the performance of the pupils. The study however found no significant influence of the facilities on the performance of pupils. The facilities are however important in curriculum implementation. The findings concurs with those of Obiero (2010) that the facilities did not significantly influence the performance of pupils. The government has emphasized the provision of facilities through initiatives such as...
government grants. The teachers unanimously agreed that school attendance affects the performance of the pupils. Lack of school attendance means incomplete coverage on the side of the pupils.

4.5.4 School attendance’s effect on performance

The attendance of the pupils in school was also considered as a factor that affects performance. The table below presents the analysis of school attendance and the significance levels.

Table 0.11: School attendance and how it affects performance

<table>
<thead>
<tr>
<th>School factor</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>School attendance</td>
<td>Yes</td>
<td>50</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How school attendance affects performance</td>
<td>Constant attendance goes with grades</td>
<td>15</td>
<td>30</td>
<td>0.04</td>
<td>0.923</td>
</tr>
<tr>
<td></td>
<td>Failure to attend lesson</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor syllabus coverage</td>
<td>20</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All the teachers concurred the attendance was an important factor that affected the performance of the pupils. Among them, 15(30%) were of the opinion that constant attendance went along with good grades. Another 15(30%) was of the opinion that failure to attend lessons was associate with poor grades. Another emerging factor was syllabus coverage 20(40%) which affected performance. The attendance significantly influenced the performance of pupils (P=0.04; F=0.923; DF=49; Table 4.11).
4.5.5 Teacher qualification

The teacher’s qualification was also considered as a factor affecting performance. The table below presents the qualifications of the teachers and responses on whether it affected performance.

**Table 0.12: Teacher qualification and how it affects performance**

<table>
<thead>
<tr>
<th>School factor</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of qualification</td>
<td>Diploma</td>
<td>10</td>
<td>20</td>
<td>0.944</td>
<td>0.427</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P1</td>
<td>22</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P2</td>
<td>13</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers qualification</td>
<td>Yes</td>
<td>30</td>
<td>60</td>
<td>0.729</td>
<td>0.540</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How teacher qualification affects performance</td>
<td>To be good role models</td>
<td>20</td>
<td>57.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proper approach to pupils problems</td>
<td>51</td>
<td>42.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent’s ignorance</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indiscipline</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most of the teachers were P1 holders 22(44%) and others, 13(26%) were P2 holders. The remaining portion 5(10%) were S1 holders and 10 (20%) were diploma holders. Among the teachers, 30(60%) felt that the qualifications affected performance, 15(30%) of them felt that teacher’s qualification does not affect performance and 5(10%) did not respond to the question. Those who had said yes were asked to explain how the teacher’s qualification affected performance. Two ways in which the teachers qualification affects performance were given; 20(57.14%) to be effective and good role model and 15(42.85%). The teachers qualifications as
well did not significantly influence the performance of the pupils (P=0.540; F=0.729; DF=49) (Table 4.13).

4.6 Strategies of reducing the effects of the factors impacting on performance

The teachers were asked to give their opinions on how the factors can be alleviated. The teachers gave several opinions on how the factors can be alleviated. Among the teachers, 25(50%) suggested on educational awareness, 10(20%) suggested the imposition of school rules and regulations, 15(30%) suggested that there should be emphasis on dedication and commitment in the community (Figure 4.3).

Figure 0.2: Strategies of alleviating the factors impacting on performance

![Pie chart showing distribution of strategies]

- Dedication
- School rules
- Educational awareness
The problems facing performance in these schools are school based factors. The government has
done a lot on its part hence it remains with the school administrators to work hard to alleviate the
problems facing education.

The number of books significantly influenced the performance of the pupils (P=0.029; F=2.747;
DF=319). The number of books bought were considered inadequate for use by the children.

The student’s opinion on why they performed poorly was also considered. The pupils gave
several reasons why they perform poorly. The reasons include; lack of books 24(7.5%), poverty
160(50%), lack of enough teachers 3(0.9%), lack of motivation 45(14.1%), stress 14(4.4%) and
all the above 74(23.1%; (Figure 4.2).
The pupils gave several reasons that make them perform poorly. The reasons include stress, lack of books, poverty, lack of motivation and lack of enough teachers. Poverty for example deters them from attending school due to lack of school levies, enough food and school uniforms. They may also subject the pupils to child labor especially at home. Lack of motivation may result from several home problems and lack of role models.
CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study has outlined the factors that lead to poor performance in KCPE in public primary schools in Yatta Division Lower Yatta District. The study recruited a total of 320 pupils and 50 teachers. The demographic characteristics of the pupils and teachers were considered to help in providing explanations to the various responses that they made. The characteristics of the pupils that were considered included sex, age, person paying their fee levies, number of siblings and families monthly income. This helped provide a picture of the socio-economic background of the pupils. Most of the pupils were found to have come from low income families. The demographic factors of the teachers that were considered included age and length of service. Most of the teachers had a longer experience of teaching.

The performance in the schools varied in the last five years, that is increasing and decreased. Several factors were found to influence the performance in these schools. The factors affecting performance were also considered in the study. The factors included staff enrollment, school attendance, availability of facilities and teacher qualification and experience. Some of the school factors however did not significantly affect the performance of the pupils. The enrollment levels were also high but they did not significantly influence the performance of the pupils. Other school factors that affected performance included availability of facilities and school attendance. The teachers gave suggestions on how the effect of the factors can be alleviated. The suggestions include creating educational awareness and imposition of school rules to curb absenteeism from school.
5.2 Conclusions

Based on the findings of the study the following are the conclusions:

i) The performance of the schools in the past has not been consistent in the past five years. The schools performed below average in the five years considered.

ii) A number of school factors were found to affect performance. The factors include; number of teachers, understaffing, availability of teaching and learning materials and enrolment levels.

iii) The factors impacting on the performance of the pupils in the primary schools can be alleviated by ensuring awareness of the role each stakeholder needs to play in the primary education. Rules need to be enforced to avoid such things as absenteeism from school.

5.3 Recommendations

The following are the recommendations of these study:

i) The study revealed that the school factors and especially lack of facilities impact on the performance of the pupils. Hence even as the government is providing free primary education it should give other facilities.

ii) The ministry of education should consider improving on the staffing levels in the schools since it adversely affects performance.

iii) The study did not look at factors related to actual classroom instruction and how they affect performance. Hence it is recommended that further studies need to be conducted on these factors to describe their interplay with the factors described here to affect performance.
iv) The entry behavior was also not considered in this study. Hence there is need to carry out research to ascertain the role of entry behavior in influencing the performance of the pupils.
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APPENDICES

Appendix I: Questionnaires

Questionnaire A: Questionnaire for the teachers

Instructions: Answer the following questions as free as possible. The answers provided will be kept confidential and will only be used for the purposes of this study.

Background information

1. Age……………..
2. How long have you served as a head teacher
   i) Less than 5 years ii) 5-10 years iii) 10-15 years iv) more than 15 years

Factors affecting performance

1. State the type of your school
   i) Single streamed school
   ii) Double streamed school
   iii) Triple streamed school
   iv) Any other specify
2. How many teachers do you have in the school…………….
3. i) Is your school understaffed
   Yes ☐ No ☐
   ii) If yes by how many teachers?…………….
   iii) If your school is understaffed have you made a request?
4. What is the total enrollment of your school......................

5. How many pupils are there averagely in your classes i) 20-30 ii) 30-40 iii) 50-60 iv) 60-70 v) 70-80

6. On average your teachers handle how many lessons per week.........

7. Are their lessons that go unattended because of lack of a teacher?
   Yes   No

8. i) What is the trend of enrollment in your school
   Increasing
   Decreasing
   Constant

9. Are other facilities available to cater for the student population?
   Yes   No

10. i) Do you feel school attendance affects performance of pupils in KCPE
    Yes   No

    ii) If yes explain briefly how

11. i) Do you feel the teachers qualification and profile affects the performance of the pupils
    Yes   No

    ii) If yes explain how.................................................................

12. i) How can you describe the status materials such as books in the school
    Yes   No

13. What other school factors affect the performance of pupils in your school

14. In your opinion how can the effect of these factors be alleviated in your school
Questionnaire B: Pupils

Instructions: Answer the following questions as free as possible. The answers provided will be kept confidential and will only be used for the purposes of this study.

**Demographic information**
1. Name of the school
2. What is your gender?
   - Male
   - Female
3. What is your age?
4. Who pays your levies?
   - Guardian
   - Mother
   - Father
   - Mother and father
5. How many siblings do you have?
   - 1-3
   - 4-6
   - 7-9

**Academic Performance**
6. How many marks did you attain last term?
   - Ranges of marks (lowest)

7. Indicate your performance (Marks) in the last three years
   - i) 1
     Term 1…………………..
     Term 2…………………..
     Term 3…………………..
   - ii) 2
     Term 1…………………..
     Term 2…………………..
     Term 3…………………..
   - iii) 3
     Term 1…………………..
     Term 2…………………..
     Term 3…………………..
   - iv) 4
     Term 1…………………..
     Term 2…………………..
     Term 3…………………..
   - v) 5
     Term 1…………………..
     Term 2…………………..
     Term 3…………………..
8. In your opinion what makes you perform poorly