A SURVEY OF THE PROBABLE CAUSES OF POOR PERFORMANCE IN K. C. P. E. EXAMINATION IN KALOLENI EDUCATIONAL DIVISION OF KILIFI DISTRICT, COAST PROVINCE

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE DEGREE OF MASTER OF EDUCATION (PRIMARY TEACHER EDUCATION) OF KENYATTA UNIVERSITY

AUGUST 1988
DECLARATION

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

MALAU NICHOLAS C.

This project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This piece of work has been dedicated to my beloved mother Khalima Uchi Malau, my wife and to all my children for I believe they are all proud of my success.
ACKNOWLEDGEMENTS

In the life of this study several debts have been accumulated. First and foremost, the investigator is indebted to Dr. N. M. Karagu of Kenyatta University who has rendered him invaluable service throughout the duration of the study. Without his untiring and effective supervision, this study would not have been a success.

Acknowledgements are also due to all my colleagues in the M.Ed. (P.T.E.) group, with whom I had useful discussions on the subject of my research.

Mention should also be made to the deputy District Education Officer for Kilifi District, Mr. E. A. Mudola for giving me permission to visit all primary schools under his jurisdiction and allowing my subjects to release any information I deemed fit for the study. Mention should also be made to my subjects: the headteachers, class teachers and subject teachers of all schools I visited during the study for their willingness to give me the necessary information I needed for the study. Not to be forgotten also are the Divisional Primary Schools Inspector, the Assistant Primary Schools Inspectors and the Secretary to K. N. U. T., Kilifi branch for all the help they accorded me during the study.

I would also like to thank Joyce Mwangi who tirelessly took part of her valuable time to type this work. Without her, very little would have been achieved. I would also like to thank Miss Kanyi for having taken part of her time to type the questionnaires which I used for collecting data from
my subjects.

This list of acknowledgements would be incomplete without mentioning my dear wife Conny for her support and patience while I was on study leave.

To all of you therefore, I say thank you and God bless you.
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ABSTRACT

PURPOSE OF THE STUDY

The main purpose of this study was to identify the probable causes of poor performance in K. C. P. E. examinations in Kaloleni Educational Division of Kilifi District, Coast Province. This division is among the four educational divisions which constitute the district namely: Bahari, Kaloleni, Granze and Malindi. Kaloleni educational division was selected from the four divisions due to its record of poor performance in K. C. P. E. in the district.

METHODOLOGY

In order for the researcher to come up with the probable causes, three techniques were used to solicit data from the respondents. These were: interview, questionnaire and observation (which was coupled with a discussion between the researcher and the subject teachers involved).

Two interviews were conducted by the researcher. The first interview was held between the researcher and the Divisional Primary Schools Inspector, (D.P.S.I.) for Kaloleni Division and the second was between the researcher and the Secretary to K.N.U.T., Kilifi branch.

With regards to the questionnaire technique, three questionnaires set by the researcher were administered to the following subjects:
(a) First questionnaire was given to the 32 standard 8 class teachers from 32 primary schools randomly selected from the division (8 schools from each of the four educational zones).

(b) The second questionnaire was given to the four Zonal Primary Schools Inspectors (A.P.S.I.) of the four Educational Zones in the division.

(c) The third questionnaire was given to the 32 primary school headteachers of the 32 schools randomly selected in the division.

While on classroom observation, the researcher visited 16 primary schools (from the 32 schools selected) and observed classroom teaching going on in standard 8. Then discussions were held with the subject teachers after their teaching.

In all these techniques employed, the researcher made sure what was asked in the questionnaires, interviews or discussions was aimed at realising the objectives or answering the questions raised in the study.

DATA ANALYSIS

The data obtained in the four instruments was then tabulated and percentages calculated. These percentages then gave the researcher an idea on the direction taken by the respondents on the given variable or question.
LIMITATIONS

The research was carried out on only one educational division in the whole district which is made up of 4 divisions. It also involved 32 primary schools out of the total 96 schools in the division. Thus one-third of the schools were used.

The other limiting factors were: time given to carry out the research was too short and hence the researcher could not include all schools in the study, and also the distance which ought to have been covered if all schools in the division were to be included in the study would have been too vast and hence due to limited time, it was impracticable.

FINDINGS

It was found out during the research that the division is made up of four educational zones namely: Rabai, Mariakani, and Chonyi which were under one Assistant Education Officer (A.E.O.), one Divisional Primary Schools Inspector (D.P.S.I.) and four Zonal Assistant Primary Schools Inspectors (A.P.S.I.).

The division has 96 primary schools with a total teaching force of 1005 teachers. Out of these, 454 (45.17%) are untrained teachers. This high percentage of untrained teachers has led to some schools using them in teaching of examination classes.

Also discovered during the research was the fact that there is no single school in the division which has a feeding programme for its students. This has led to most students going home for lunch during lunchbreaks. Since majority of the students come
for afternoon classes late, a lot of time was wasted which would have been used for private studies by the pupils.

Also, the rate at which inspectors visit the schools is poor. On very rare occasions do they visit schools; hence they have no knowledge of what goes on in the schools and the problems encountered by the teachers in fulfilling the curriculum. This makes the undevoted teachers absent themselves from school. Lack of frequent visits by inspectors to schools has been brought by lack of transport (government vehicles) to ferry them to those schools under their jurisdiction. Also lack of transport (public) to ferry these teachers to those schools in the interior brings about infrequent visits.

It was also found out that in most schools, there was lack of effective administration by the headteachers since most of them were also involved in teaching. This leads to little time (or none at all) left for the headteacher to check on teachers schemes, lesson plans, lesson notes and students progress record. Coupled with this is that there exists minimal observation of standard teachers conducting their lessons.

It was also discovered that in the division, there were no motivating factors for the teachers. A motivating factor would be like absorbing an untrained teacher to a teachers' college or promoting a qualified teacher to a higher grade. Most teachers have stayed for a long time as either untrained teachers or in the same grade. This demotivates the teachers and hence affects their teaching.
It was also discovered that cases of absentism and indis-
cipline by students are so pronounced in most schools. These
lead to lack of concentration in what is taught and subsequent
failure in examinations.

RECOMMENDATIONS

1. There is need for a second teachers' college in the Province
to reduce the number of untrained teachers in the division.

2. There is an urgent need for pupils to be more disciplined -
this implies that the parents have also to join hands with the
teachers to instill discipline.

3. There is need for warm relations between parents, pupils,
teachers and educational personnel in order to improve
performance.

4. There is need to balance the teaching force for equal instruc-
tional load of the teachers.

5. There is an urgent need for parents to ensure that their
children have the recommended textbooks plus exercise books
for all subjects taught.

6. Also, the parents through their Parents Association should
ensure that schools have the necessary facilities and equip-
ments needed for effective learning.

7. There is need to introduce feeding programmes in the schools
so that pupils do not waste time rushing home and coming
late to class and convert this time for extra studies while in
school.

8. Improved transport facilities should be made available so that the inspectors can visit more schools.

9. The ministry should leave the inspectors to inspect and allocate administrative duties to other personnel.

10. There was need to introduce incentives for both teachers, pupils, school and zone to create more competition during national, zonal or divisional examinations.

11. There is need to cut down the rate of transferring of teachers preferably to be done only at the beginning of the year.
CHAPTER ONE

1.1 INTRODUCTION

Coast Province consists of six (6) main districts; namely: Taita-Taveta, Kwale, Mombasa, Kilifi, Tana River and Lamu. The allocation of Kilifi district to which the study was centred on can be said to be at the centre of the province, that is, apart from Lamu District, the other districts seem to surround Kilifi. The main source of income to the residents of Kilifi is from coconut harvests. Other subsidiary sources of income are cashewnuts, mangoes and orange harvests.

From the historical point of view, Coast Province can be regarded as the first region which received missionaries who in turn built mission centres (schools). These centres were built at Rabai and Ribe at around 1851. These schools (centres) depended on the resources and initiative of each mission as each formulated its own policy, trained, employed and dismissed its own teachers and set up its own curriculum.

As more and more settlers came into the country, the type of education was changed from academic orientation to technical. To the Africans, they regarded academic education as the only way for them to acquire a white collar job; unlike the technical education where they were to do manual jobs. This made the Africans underrate
technical education; as how R. W. Mutua stated that:

It was the economic value attached to literacy that caused the Kenya Africans to attach more importance and reject technical instruction.

What made the researcher be more interested in carrying out the research on this area was due to the fact that the district was the first in the country to have mission stations built at Ribe and Rabai and yet its performance has not been good.

As shown in Chapter One, the performance of the district and for the province in general has been deteriorating during the period shown (i.e. 1980 - 1986). This deterioration prompted this study.

1.2 ANALYSIS OF C.P.E PERFORMANCE IN COAST PROVINCE


---

**TABLE I**

**C. P. E. PERFORMANCE; 1980**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POSITION IN THE COUNTRY</th>
<th>MEAN TOTAL STANDARD SCORES</th>
<th>TOTAL SCORE FOR THE COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAITA TAVETA</td>
<td>15</td>
<td>153.09</td>
<td></td>
</tr>
<tr>
<td>KWALE</td>
<td>27</td>
<td>146.03</td>
<td>150</td>
</tr>
<tr>
<td>TANA RIVER</td>
<td>13</td>
<td>154.47</td>
<td></td>
</tr>
<tr>
<td>KILIFI</td>
<td>21</td>
<td>149.46</td>
<td></td>
</tr>
<tr>
<td>LAMU</td>
<td>33</td>
<td>142.76</td>
<td></td>
</tr>
</tbody>
</table>

Mean total score for the province was 149.48

**Notes**

Mombasa though in Coast Province was regarded as an urban area and hence its 4th position (with a mean total standard score of 148.84) was obtained with reference to the other urban districts, which were six by that time - namely; Eldoret, Nakuru, Thika, City of Nairobi, Kisumu and Mombasa Municipalities.

In 1980, it can be seen that Coast Province's (as a whole) mean score (149.48) was not very far from the National Mean Score (150). Kilifi District in Coast Province held the 21st position nationally, while provincially it was 3rd out of the five districts with Tana-River leading followed by
Taita-Taveta.

TABLE II

C. P. E. PERFORMANCE, 1981

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POSITION IN THE COUNTRY</th>
<th>MEAN TOTAL STANDARD SCORES</th>
<th>MEAN SCORE FOR THE COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAITA-TAVETA</td>
<td>8</td>
<td>155.50</td>
<td></td>
</tr>
<tr>
<td>KWALE</td>
<td>28</td>
<td>144.77</td>
<td></td>
</tr>
<tr>
<td>TANA-RIVER</td>
<td>12</td>
<td>153.24</td>
<td>150</td>
</tr>
<tr>
<td>KILIFI</td>
<td>15</td>
<td>151.80</td>
<td></td>
</tr>
<tr>
<td>LAMU</td>
<td>32</td>
<td>142.22</td>
<td></td>
</tr>
</tbody>
</table>

Mean total score for the province was 150.04.

Note:

Mombasa Municipality retained its 4th position with a mean score of 147.93 out of the six municipalities.

Generally, we can say there was an improvement in C.P.E. performance this year for all the districts in the province. There was a slight increase of 0.56 in the province's mean score.

Kilifi had an increase (in its standard score) of 2.34 with also a mean score higher than the provincial mean score. The district still held the 3rd position in the province but this time with Taita-Taveta leading followed by Tana-River. Though
Tana-River occupied the second position, it had a slight drop in its mean score compared to previous year.

**TABLE III**

**C. P. E. PERFORMANCE, 1982**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POSITION IN THE COUNTRY</th>
<th>MEAN TOTAL STANDARD SCORE</th>
<th>MEAN SCORE FOR THE COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAITA TAVETA</td>
<td>10</td>
<td>152.89</td>
<td></td>
</tr>
<tr>
<td>KWALE</td>
<td>31</td>
<td>140.58</td>
<td>150</td>
</tr>
<tr>
<td>TANA RIVER</td>
<td>24</td>
<td>145.28</td>
<td></td>
</tr>
<tr>
<td>KILIFI</td>
<td>18</td>
<td>147.93</td>
<td></td>
</tr>
<tr>
<td>LAMU</td>
<td>37</td>
<td>136.23</td>
<td></td>
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</tbody>
</table>

Mean total score for the province was 147.61

**Note:**

Mombasa Municipality still retained its 4th position (with a mean score of 151.06) out of the 6 municipalities.

Looking at the performance for Coast Province this year, one can see that it performed worst compared to the past two years. All the five districts had a decrease in their mean scores (in comparison to the last two years). This can be seen to be the same even for the provincial mean score.
Kilifi district though became second in the province with a mean score of 147.93; this value is found to be lower than those for the previous years. Taita Taveta led while Tana-River this time took the 3rd position in the province. We can therefore say that the performance in the province for this particular year was poor.

**TABLE IV**

**C. P. E. PERFORMANCE, 1983**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POSITION IN THE COUNTRY</th>
<th>MEAN TOTAL STANDARD SCORE</th>
<th>NO. OF CANDIDATE</th>
<th>NATIONAL MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAITA TAVETA</td>
<td>10</td>
<td>151.69</td>
<td>4270</td>
<td></td>
</tr>
<tr>
<td>KWALE</td>
<td>31</td>
<td>139.07</td>
<td>4426</td>
<td>150</td>
</tr>
<tr>
<td>TANA RIVER</td>
<td>30</td>
<td>140.18</td>
<td>1077</td>
<td></td>
</tr>
<tr>
<td>KILIFI</td>
<td>20</td>
<td>146.09</td>
<td>6076</td>
<td></td>
</tr>
<tr>
<td>LAMU</td>
<td>39</td>
<td>130.37</td>
<td>779</td>
<td></td>
</tr>
</tbody>
</table>

Mean total score for the province was 145.32

Note:

Mombasa Municipality occupied the 6th position with a mean score of 148.24 (with candidate population of 4473) out of the 6 municipalities in the country.
In 1983, there was a decrease in performance in C.P.E. in the province. The mean total score for the province dropped to 145.32 (compared to last year's 147.61). It can be seen from the above table that Kilifi district had the highest number of candidates in the province but its mean score was lower than that of the leading district (Taita Taveta) which had fewer number of candidates. Taita-Taveta is still found to be leading in the province with respect to performance. Kilifi is second (disregarding Mombasa district though it is has a higher mean total score than Kilifi).

Note: For 1984, no C.P.E. examination was conducted in the country because this is the time when 8:4:4 system of education in Kenya was affected and therefore the standard 7 group had to proceed to standard 8 in this year.
This time, the examination became known as K.C.P.E. - Kenya Certificate of Primary Education.

### TABLE V

**K.C.P.E. PERFORMANCE, 1985**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POSITION IN THE COUNTRY</th>
<th>MEAN TOTAL STANDARD SCORE</th>
<th>NUMBER OF CANDIDATES</th>
<th>NATIONAL MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAITA</td>
<td>14</td>
<td>302.43</td>
<td>4319</td>
<td></td>
</tr>
<tr>
<td>TAVETA</td>
<td>33</td>
<td>270.69</td>
<td>4755</td>
<td>300</td>
</tr>
<tr>
<td>KWALE</td>
<td>43</td>
<td>255.19</td>
<td>1245</td>
<td></td>
</tr>
<tr>
<td>TANA</td>
<td>20</td>
<td>289.66</td>
<td>7055</td>
<td></td>
</tr>
<tr>
<td>RIVER</td>
<td>44</td>
<td>243.00</td>
<td>931</td>
<td></td>
</tr>
<tr>
<td>KILIFI</td>
<td>17</td>
<td>293.05</td>
<td>5098</td>
<td></td>
</tr>
<tr>
<td>LAMU</td>
<td>17</td>
<td>293.05</td>
<td>5098</td>
<td></td>
</tr>
<tr>
<td>MOMBASA</td>
<td>17</td>
<td>293.05</td>
<td>5098</td>
<td></td>
</tr>
</tbody>
</table>

Mean total score for the province was 275.67.

Note: This time, Mombasa was upgraded to a full District and therefore made the number of districts in the province be six. The number of districts in the country therefore increased from 39 to 45 (after the 6 municipalities were regarded as districts).

In 1985, the performance of the province decreased. The mean score for the province was lower than that of the National mean score. Looking at the districts in the province, it was only Taita-Taveta which managed to have a higher mean score.
than the national mean. The district which led was Taita-Taveta followed by Mombasa and then Kilifi holding the 3rd position in the province.

Kilifi district still led with the highest number of students sitting for the K. C. P. E. examination. Despite this advantage, it managed to be 20th in the country (3rd in the province) with a mean score (289.66) lower than the National mean score.

**Note:** Six subjects are examined in this examination (K.C.P.E.) and this brings the mean mark to 300 instead of 150 which used to be the case when the number of examinable subjects were three (3). The subjects which are being examined during K.C.P.E. examination are: Mathematics, English, Swahili, Social Studies (i.e. Geography, History and Civics, GHC), Science and Agriculture; and technical paper (subjects) which takes into account subjects like Art and Craft, Home Science/Management.
TABLE VI
K. C. P. E. PERFORMANCE, 1986

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>POSITION IN THE COUNTRY</th>
<th>MEAN TOTAL STANDARD SCORE</th>
<th>NUMBER OF CANDIDATES</th>
<th>NATIONAL MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAITA TAVETA</td>
<td>17</td>
<td>295.61</td>
<td>4453</td>
<td></td>
</tr>
<tr>
<td>KWALE</td>
<td>36</td>
<td>279.65</td>
<td>4429</td>
<td>296.25</td>
</tr>
<tr>
<td>TANA RIVER</td>
<td>45</td>
<td>250.28</td>
<td>1285</td>
<td></td>
</tr>
<tr>
<td>KILIFI</td>
<td>27</td>
<td>286.45</td>
<td>7157</td>
<td></td>
</tr>
<tr>
<td>LAMU</td>
<td>43</td>
<td>262.21</td>
<td>712</td>
<td></td>
</tr>
<tr>
<td>MOMBASA</td>
<td>23</td>
<td>292.39</td>
<td>5072</td>
<td></td>
</tr>
</tbody>
</table>

Mean total score for the province was 277.77.

In this year, 1986, the performance of the candidates was poor all over the country, with a national mean of 296.25 instead of 300 as had been the case in the previous year.

Looking at Coast Province, it can be seen that no single district managed to get a mean score equal to or higher than the national mean score. The mean score for the province was 277.77. Taita Taveta which can be said to be the leading district in the province had a lower mean score than the previous year when K.C.P.E. was started. Even though, Taita Taveta led in the province followed by Mombasa and then Kilifi occupying...
the 3rd position in the district. It can also be said that Kilifi, which was the focus of this study performed so poorly; moving from the 20th position with a mean score of 289.66 in 1985 to the 27th position with a mean score of 289.45 this year (1986). It can still be seen in this table that Kilifi district had the highest number of candidates for the examination than any other district in the province.

Note: Results for 1987 K. C. P. E. examination were not available to the researcher because the examination council had not printed the K. C. P. E. newsletter for that year; yet this was the only source of information to the researcher.

Summary: of the analysis of results.

From the results which were made available to the researcher (i.e. 1980 - 1986 results), the district (Kilifi) was found to have attained its best position in the country as 15th (in 1981) which its worst position has been 27th (in 1986) out of the 45 districts.

Also, it can be seen that the average position Killifi district has occupied, nationally, is 20th position. Provincially, it has been 3rd out of the six districts.

It can be seen from the tables also that the performance in K. C. P. E. in the district has been deteriorating every year from 1980 to 1986.
1.3 STATEMENT OF THE PROBLEM

As stated in the summary, Kilifi District has not been performing so well both provincially and nationally in K.C.P.E. The best position the district has occupied was 15th in the country and the worst position was 27th out of the 45 districts for the last 7 years (1980 - 1986). At a glance, one might say this was not a bad performance at all. But on further thought, within these seven years, the results have been deteriorating year after year (as confirmed by the performance graph on page 15).

This therefore created special interest into the researcher (for at this pace/rate, the district can very easily hold the tail as time goes by) to look into the probable causes of failure or poor performance in the district. This was so in the light that there is particular emphasis on district focus for rural development.

In order for the researcher to come up with the probable causes of poor performance in the district, the researcher carried out a research in Kaloleni division one of the four divisions in the district. These are Malindi, Kaloleni, Bahari and Ganze.

The researcher regarded carrying out the research in Kaloleni Division to be significant because the division has always been occupying the lowest position whenever the
divisional order of merit in the district was listed. For example, for 1987, which is the latest, we have Kaloleni occupying the 3rd position.

That is:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DIVISION</th>
<th>MEAN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GANZE</td>
<td>304.98</td>
</tr>
<tr>
<td>2</td>
<td>BAHARI</td>
<td>288.63</td>
</tr>
<tr>
<td>3</td>
<td>KALOLENI</td>
<td>281.22</td>
</tr>
<tr>
<td>4</td>
<td>MALINDI</td>
<td>275.81</td>
</tr>
</tbody>
</table>

District mean score = 287.66

1.4: RATIONALE AND SIGNIFICANCE OF THE STUDY

The problem of poor performance in Kilifi District is not a new one. Statistics from the K. C. P. E. newsletter published annually by the Kenya National Examinations Council shows that the district has been occupying on average the 20th position nationally out of the 45 districts. A period of seven years was found to be fair by the researcher for a generalisation to be arrived at with regards to performance.

People will always look for causes of any event especially if it affects their lives. Low performance on K. C. P. E. in any district will definitely affect the national development as a whole and deserves an investigation. As Eshiwani puts it:
... If any region of the country lags behind either in the number of pupils who attend school or in the number of pupils who pass important national examinations, then that region cannot effectively participate in the democritization of education. The socio-economic development of such a region is likely to be retarded ....

Looking at the performance of K. C. P. E. in Kilifi District, it was found that it had been deteriorating annually since 1980. At this rate, one might find the district at the bottom of the list unless something is done. It is essential therefore that such factors (causes) are investigated and a report made so that the necessary action can be taken.

Looking at the performance graphically, we find the following trend as shown below:

---

A GRAPHICAL PRESENTATION OF THE POSITIONS OCCUPIED BY THE SIX DISTRICTS IN COAST PROVINCE FROM THE YEAR 1980-1986
NOTE:

(i) In 1984, there was no examination (primary examination) which was taken because this was the time when the first standard seven group was entering standard 8 to have the new 8:4:4 system of education in our country in operation.

(ii) In the graph, we have positions of Mombasa District being indicated just for 1985 and 1986 but not for 1980 - 1984. This is because during this period (1980 - 1984), Mombasa was being regarded as a municipal council and hence its position was with respect to the other 5 municipalities. Hence the researcher felt that showing the positions occupied by Mombasa during this ('80 - '84) period as unjustifiable.

It can be seen from the graph that Tana-River, Lamu, Kilifi and Taita Taveta districts had a slight improvement in their performance in 1981 only (throughout the 1980 - 1986 period). But in all, the performance has been deteriorating during the period mentioned above.

Comparing these districts with the performance of two other districts outside the province, namely, Nyandarua and Murang'a districts during the same period, we have:
TABLE VII

PERFORMANCE OF NYANDARUA AND MURANG'A DISTRICTS DURING THE PERIOD 1980 - 1986

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT</td>
<td>NYANDARUA'S POSITION</td>
<td>16</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>MURANG'A'S POSITION</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

In these districts, we can find that there was a general improvement in performance as the years went by except for Murang'a district which appeared to have deteriorated in the last two years. Thus while events are changing for the better in the two districts named above, there is no district in Coast Province which is exhibiting a trend nearer to that exhibited by these two. As a result, the researcher felt compelled to investigate the probable causes of poor performance in Kilifi District with particular emphasis to Kaloleni Educational Division.

Whenever there is poor performance on the examinations, teachers have had accusing fingers pointed to them that they are the causes of the problem. As the secretary general for KNUT Mr. Ambrose Adongo was reported by the Sunday Nation as saying:
I would like to appeal to such leaders to do their research and advise teachers instead of blaming them.\(^3\)

This statement (and since it has been the trend all over the country to blame teachers wholly for the poor performance on the National Examinations), the researcher got more interested to look into the probable causes of poor performance in the district with special reference to Kaloleni Division.

The significance of the study lies in the fact that generally, good results in K. C. P. E. leads to admission into a good government school (though things seem to take a different trend with the introduction of the quota system during selection) while poor results lead to admission into the expensive yet poorly equipped and staffed harambee schools.

To the parent, good success by his child means less fees to be paid; which to the child, it is the surest way to get into a government maintained secondary school; while lastly to the Government, it is the surest way of minimising the undesirable, wasteful high rates of drop-outs and repeaters.

Therefore the researcher felt that so long as K. C. P. E. was the only way (or means) of selecting pupils for admission into higher forms of learning, then this project was significant to the author, the University, the Coast people and to the country as a whole.

1.5 BACKGROUND TO THE PROBLEM

Before 1985, the tool which was being used as a criteria to select students in primary school to join secondary school was known as Certificate of Primary Education (C. P. E.) Examination. This examination consisted of three papers (these papers were being done on the same day) namely: Maths, English and General Paper - made up of the following subjects: Science and Health Science, Geography, History and Civics. Each of these three papers carried a maximum of 12 points. This shows that the maximum points one could acquire are 36 for all 3 papers. During this time, a girl could get 18 points (minimum) and still get a place in a Government School; while to a boy, he was to get 20 points (minimum) for him to be considered in a Government School.

Researchers, educationists, administrators and the general public felt that examination setting favoured more the urban students/candidates than the rural candidates. Voicing similar sentiments, the 2nd President of the Republic of Kenya, His Excellency Daniel T. Arap Moi was reported in the local newspaper as having said that:

... the President blamed mass failure of C.P.E. candidates on the National Examinations Council which was unrealistic and biased against children in the rural areas ... calling for balance, realism and understanding, when setting examinations,
President Moi wondered how a Turkana child from Lokichogio was expected to answer a question involving cars when the child had never seen one.\(^4\)

It was also discovered that the age of children leaving school after finishing primary education was small. This therefore rendered them unemployable and therefore found themselves helpless for those who made their primary education terminal. This necessitated the appointment of a commission to look into the issue. The National Committee on Educational Objectives and Policies (N.C.E.O.P.) under the chairmanship of Peter Gachathi in 1976 came up with, among other recommendations, the idea that primary education should take 9 years instead of the seven (7). Before this recommendation could be implemented, another commission had been set up to look into the establishment of a second university - under the chairmanship of Mackay. With Mackay's and Gachathi's recommendations, a new system, the 8:4:4 was born which was going to solve the problem of children leaving primary school early (or young).

This new educational system was affected in 1984 when the first standard seven pupils had to extend their primary education by one more year; taking them to standard 8 after which they would then sit for an examination. The name of the examination which was initially known as C.P.E. was then changed to K.C.P.E. that is, Kenya Certificate of Primary Education.

The number of subjects which the candidates sat for also changed from three (3) to six (6). These are Maths, English, Swahili, Science and Agriculture, Social Studies (that is G.H.C.), and a technical paper.

The 8:4:4 system of education was therefore to emphasize on technical education and enhance the role of agricultural productivity. The rationale of this system was:

(i) challenge for National Development.
(ii) need for relevant curriculum. This will offer a wise range of employment opportunities.
(iii) Technical and vocational training - by making sure that graduants at whichever level have some scientific and practical knowledge that can be utilized for either self-employment, further training or salaried employment.
(iv) Increased opportunities for further training - thus leading to production of highly skilled manpower on all areas.
(v) Assessment and evaluation - emphasis to be through continuous assessment tests to be included as part during the evaluating of students' abilities and achievements.
(vi) Education for National Unity - through acquiring positive attitudes and making individual or group contribution to the society.

We can therefore say education is to provide the pupil with skills useful for living anywhere in the country (be it rural or urban). Also 8:4:4 system of education is meant to cater for
those who primary education will be terminal. Hence 8:4:4 system will impart employable, technical and scientific knowledge at each stage, by promoting both technical and vocational education.

As already stated earlier, the performance in C. P. E. and K. C. P. E. examinations in Kilifi district in particular and Coast Province in general has not been very encouraging since 1980 to 1986 period. People have been lamenting over this performance and some of them have been pointing accusing figures to the teachers over poor performance in the area.

Since majority of the people in the District cannot avail themselves of this medium of communication (that is, letters to the Editors) because they are literate, they are contented to murmur their frustrations at social gatherings or in the safety of their homes.

Note:

Graphical presentation of the provincial performance per district can be seen from page 15.

1.6 OBJECTIVES OF THE STUDY

This study tried to identify the following:

(i) School factors that can directly or indirectly affect:
   (a) Teachers's performance in teaching.
   (b) Pupil performance in K.C.P.E.
      in Kaloleni Division of Kilifi District.
(ii) Academic and professional qualifications of the teachers in the Division.

(iii) Instructional problems/difficulties experienced by teachers and pupils during the teaching and learning.

(iv) Difficulties experienced by school supervisors.

(v) Effectiveness of Parent's Association (P.A.) in the school in promoting/raising teaching and learning.

(vi) Contributions of parents in promoting learning of their children.

(vii) Problems and suggestions of possible remedies which can be used to improve K. C. P. E. results in the district.

1.7 BASIC ASSUMPTIONS

These basic assumptions were taken to guide the researcher in answering the research problem:

(i) In Kilifi district, there is reasonably high academic and professionally qualified teachers which tends to contribute towards better performance on K. C. P. E.

(ii) The teachers are supposed to be equally distributed throughout the district for equal instructional chances to be given to all children in the district.
(iii) There exists adequate supervision and inspection of schools in the district to ensure that head-teachers and teachers in general do the right thing in the preparation of candidates for K.C.P.E.

(iv) The teachers are expected to be dedicated to their duties.

(v) There exists positive parental contribution which is conducive to a proper learning climate and to the success on K. C. P. E. performance.

(vi) Parents, pupils and teachers are within easy reach of the schools.

(vii) Both parents and the Kenya school equipment scheme (K.S.E.S.) ensure adequate learning materials for the pupils.

(viii) That the 8:4:4 system emphasizes on rural learning and technical education and that every school has all facilities e.g. workshops, library, play-fields etc. to help pupils' learning and improve test performance.

(ix) There is no destructive interference by outsiders which may hinder the smooth running of the school work.
1.8 QUESTIONS RAISED IN THE STUDY

The following questions were raised in an attempt to identify the probable factors which may cause poor performance in the district.

1. Does the district have reasonably qualified teachers (both academically and professionally) who can contribute towards better performance on K.C.P.E.?

2. Are the teachers equitably distributed throughout the district for them to give equal instructional opportunities to all children in the district?

3. Do these teachers show full devotion to their teaching duties?

4. Is there adequate inspection and supervision of schools in the district to ensure that both teachers and headteachers do the right thing during the preparation of K.C.P.E. candidates?

5. Is there adequate provision of learning resources and materials in the district as required by the 8:4:4 system?

6. What kind of parental involvement exists in the district?

7. Are schools within easy reach by parents, pupils and teachers?
8. How often does the Kenya School Equipment scheme, (K.S.E.S.) supply learning materials to schools?

9. Does destructive interference from the community exist which can hinder the smooth running of the school work?

1.9 LIMITATIONS OF THE STUDY

1. This project covered only 32 primary schools from Kaloleni Educational Division of Kilifi district. These schools were randomly selected from the four educational zones present in the division, that is, each zone had only 8 schools randomly selected.

The people who responded to questionnaires were 68, these were 32 headteachers from the selected schools and also 32 standard eight class - teachers from the schools selected. There were also 4 zonal assistant primary schools inspectors, (A.P.S.I.) from the four zones. Also, one Divisional personnel - that is, the Divisional primary school inspector and the secretary for KNUT, Kilifi branch were interviewed in order to solicit information. Also, the researcher held oral discussions with 16 class eight subject teachers from 4 schools from each zone (of the 32 schools randomly selected). This made the total number of subjects to be 86. Considering the nature of the problem, this number was too small and hence acted as a limitation.
2. The third limitation is time factor. This project was supposed to take less than 4 months, yet the area the research was being carried out is large. It was therefore difficult for the researcher to cover all schools in the district within that short time.

3. Results obtained from this study are applicable only to Kilifi District and not any other district unless same conditions exist.

1.10 DEFINITIONS OF TERMS USED IN THE PAPER

1. **C.P.E.**: This is the examination which was being used to evaluate standard seven pupils after completion of their primary education.

   This examination was composed of three papers namely: Mathematics, English and General Paper (which was composed of subjects like History and Civics, Geography, Health Education).

   This examination was abolished in 1984 after the introduction of a new educational system in the country (8:4:4).

2. **K.C.P.E.** (Kenya Certificate of Primary Education) This is the examination which is currently used to evaluate standard eight pupils on completion of their primary education.
This examination is made up of six papers, namely: Mathematics, English, Swahili, Science and Agriculture, Social Studies (i.e. Geography, History and Civics) and a technical paper - which examines on technical subjects.

The first K. C. P. E. was done in 1985.

3. **EDUCATION**: This is systematic teaching and training given to people in school or college so as to acquire new social values, knowledge, abilities and character development.

4. **FACTOR**: This is a circumstance or variable which influences the anticipated result either positively or negatively.

5. **PERFORMANCE**: The position of a pupil with respect to attained knowledge or skills as compared to with other pupils or: the position of a school with respect to other schools.

6. **PARENTS' ASSOCIATION**: This is a collection of parents who have their children in a given school. This association was formed following the Ominde Report. It assists the school to handle financial matters, put up and maintain school buildings, provide learning materials to pupils and establish warm relationship between school and community.

7. (a) **SUPERVISION**: This is the art of guiding. In school, supervision is when school officials direct their
efforts towards providing leadership to teachers in the improvement of instruction.

(b) **INSPECTION**: This is the process/art of finding a fault. In school, inspection arises when school officials direct their efforts towards finding what is wrong during classroom instruction or running of the school.

8. **ATTITUDE**: Readiness to react toward or against some situation, person or thing e.g. Parents' attitude toward school matters would imply readiness of parents to react (be it positively or negatively) toward school matters.

9. **REASONABLE**: This implies of a minimum (or acceptable) quality or qualification.
CHAPTER TWO

LITERATURE REVIEW

2.1 THE SCHOOL AS A SOCIALIZING AGENT

According to the present system of education in Kenya, it can be said that students spend most of their waking hours in school. As a result, most of the playing time the child has is spent in school. One can therefore argue it out that the school is one of the most important socializing agents to the child. This is also supported by David R. Evans when he indicates that:

A supporting assumption is based on the fact that children spend the greatest single block of their time in school and hence, the school has the most opportunity to function as a source of socialization.

Some of the contributors making the school act as a socializing agent are:

(a) The teacher as a model and source of attitudes and values.

(b) The peer group, with its norms, values and behavioural patterns. The teacher can be regarded as the most important source of socialization in the school. This is because of:

(i) His role as a conveyor of a message whose content is seen as an important source

(ii) His role as a model whose attitudes, feelings and values are constantly being consciously or unconsciously transmitted to the pupils. This makes it very difficult for a pupil to be stopped from "aping" the teachers.

This "aping" of the teacher's behaviour by pupils can be supported by the findings of the Ominde report when it was lamenting on the influence of expatriate teachers on Kenyan students that:

Nevertheless, at a time when we are seeking to create an African nation, it is paradoxical that the urgency of localization within the administrative ranks of government and in other fields has actually set back the course of localization in those educational institutions, that are most powerfully formative of the national mind and outlook.²

One can come up with three distinct processes of social influence. These are:

(a) Compliance: - where an individual accepts influence from another person because he hopes to achieve a favourable reaction or unfavourable reaction from that person.

(b) Identification - This occurs when an individual accepts influence because he wants to establish or maintain a satisfying relationship with that person.

(c) **Internalization**: - This occurs when an individual accepts influence because the content of the influence is intrinsically rewarding and is congruent with his value system.

Primary school children are too young with generally no sense of direction. This makes them use all three social influences in order for them to gain a place either in the peer group - which might have a negative/positive effect on his performance depending on the characteristics of the group; or gain recognition from the teacher. Whatever the case, more than one of these processes may be operating simultaneously - though one of them might be dominant.

In the classroom situation, the pupils perceive the teacher as an important, trustworthy and credible source of socialization. They always view him as the source of both citizenship training and information about what is happening in the country. It is upto the teacher to exhibit a good social behaviour in order for the pupils to copy and be good citizens after leaving school. As David R. Evans put it that:

... as the perception (about the teacher) moves along the continuum from one control of means to credibility, the efficacy of the teacher as a source of influence increases and the probability that the influence will extend beyond the classroom situation also increases.³

Hence a well behaved, loyal and mature teacher will be able to mould the children to better citizens while the opposite type will bring up unpatriotic citizens.

With the curriculum geared towards a student-centred approach, peer groups (or colleagues) in a classroom will also have a certain effect on how the pupils will conceive the concept of togetherness while out of school. The more acceptable the child is to the group will have an effect on his participation on national activities. He/she will contribute effectively towards nation building if he/she is accepted; this will depend on earlier acceptance by other members of the group while in school. The teacher has therefore to cultivate this attitude of accepting one another for future growth of the nation.

It is not enough therefore for the teacher to have favourable impressions of traditional customs in a purely abstract way. The expatriates, in particular, and all teachers in general need to have some contact with the home and family backgrounds of their pupils in order to understand what experiences the pupils bring to the school setting. The teachers need to become acquainted with the children's experiences and to understand the realities of the children's lives in order to be able to effectively instil desirable social behaviours and attitudes into the pupils.

2.2 TEACHERS AS IMPLEMENTORS OF THE SCHOOL CURRICULUM (OR FACILITATORS OF LEARNING)

In this section, the term teacher can be taken to refer to one who teaches; and since the headteacher has also teaching assignments which he has to perform (in addition to the administrative tasks assigned to him/her), then the researcher intends to discuss these two categories under the same heading but,
different subheadings:

A. The teacher as an implementor of the school curriculum.
B. The headteacher as a facilitator of curriculum instruction.

A. THE TEACHER AS AN IMPLEMENTOR OF THE SCHOOL CURRICULUM

Teaching can be regarded as a role on its own. Thus for one to be regarded as a teacher, he/she must first understand what his role is in the teaching system. The teacher can only understand his role if the system has communicated this to him, otherwise the teacher is left to infer his role from observation of the systematic environment, or in desperation, when observations are befogged, to untuit what roles are to be portrayed.

It is good that the system recognizes that all teachers do some things in common - thus existing common role expectation; but it should also be known that what a teacher does differentiates him from the other teachers in the system. The role of the teacher in the system is a function of how the teacher perceives himself in the larger environment. This is affected by his experiences at present and even his future expectations. As Herald J. E. et. al. put it that:

The role a teacher portrays at any given time within any given system is, then, a composite of prior experiences, perception of present observation and the projection of future desires.⁴

Thus the teacher's role expectations reflects his experiences in training institutions; family life, other social experiences and his expectations which have been the result of employment in other systems.

Effective teaching is much more than an intuitive process. A teacher has to make decisions and continually act upon these decisions. In order for the teacher to be able to make these decisions; the teacher must possess (as suggested by Ryan K.)

(a) Theoretical knowledge about human learning and human behaviour.

(b) Demonstrate a repertoire of teaching skills that are believed to facilitate student learning.

(c) Display attitudes that foster learning and genuine human relationships.

(d) Possess knowledge about the subject matter.

To be able to possess these qualities, the teacher must be familiar with children and their developmental stages. He/she must also have a philosophy of education to guide him/her in his/her role as a teacher. And he/she must know something about how human beings learn and how to create environments that facilitate learning.

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(a) Theoretical knowledge needed by the teacher

Theoretical knowledge about learning and human behaviour equips the teacher to draw concepts from other fields e.g. psychology, sociology and other disciplines to interpret the complex reality in the classroom. A very good illustration of a relevant theory from psychology is the concept of reinforcement i.e. an event that increases the strength of a given response. A student who is praised for a certain behaviour is likely to repeat it. The praise functions as reinforcement. All these theories must be adapted to a classroom before they become useful. The teacher who lacks theoretical background will be obliged to interpret classroom events according to commonly held beliefs or common-sense.

The teacher must also be able to use theoretical knowledge appropriately and also must be able to make necessary adaptations to have command on the learning situations. As Ryan et. al. suggests:

In the late afternoon of a school day, for instance, both teacher and student are likely too tired, and their behaviour is likely to differ from what it would have been in the morning ... 6

Hence we can say then theoretical knowledge can be used in two ways:

(i) to interpret situations.
(ii) to solve problems.

6 Ibid, p. 142.
(b) **Teaching skills required by the teachers**

Every teacher must develop a repertoire of teaching skills which he can use as he sees suitable in varying classroom situations. While theoretical knowledge focuses on the situation in which a teacher finds himself, teaching skills focus on the teacher himself. Ryan et. al. demonstrates the need for teaching skills before the teacher can start teaching when he asserts that:

> Simply knowing something does not guarantee the ability to act upon that knowledge; there is a profound difference between knowing and doing. A teacher may know, for example, that he should ask his students questions that require more than mere factual answers, but he is not always able to act upon that knowledge.  

In order for teachers to be able to work effectively with students with varying backgrounds and different educational goals, they need large repertoire of skills. A good teacher has to be flexible since varied approaches are necessary to meet the multiple needs of students.

(c) **Attitudes a teacher must have**

Attitudes have a direct (though mostly unrecognized) effect on teachers behaviour in that they determine the ways we view ourselves and interact with others. Four major categories of attitudes will affect teaching behaviour.

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7 Ibid, p. 144.
(i) Teacher's attitude towards himself

If the teacher has to help the student have meaningful experiences, discover his aptitudes and abilities and accept himself as a person, then he needs to know and understand the student. But before this, he has to understand himself. As Ryan et. al. put it that:

Empirical evidence from psychology indicates that a person who denies or is unable to cope with his own emotions is unlikely to be capable of respecting and dealing with others' feeling.8

(ii) Teacher's attitudes towards children

Children are very good observers of adult behaviour and they easily recognise and become preoccupied with aspects of the teacher's attitudes towards them without the teacher noticing it. Thus there is need for the teacher to confront his attitudes early. A teacher has to try and create positive attitudes towards his pupils without any bias or subjectivity.

(iii) Teachers attitudes toward peers

In everyday life, the teacher is always in contact with people e.g. fellow teachers, administrators, other school personnel and even with parents; apart from the classroom students he has to teach. Sometimes, a teacher may feel inferior when dealing with people who have outranked him while will feel superior while dealing with those he has outranked. Such inferior

8 Ibid, p. 150.
feelings are dysfunctional and will impede communication and understanding. A teacher must strive to overcome predispositions to hostility or anxiety unwarranted by reality if he has to perform his teaching tasks effectively.

Some teachers develop strong drives to compete with other teachers for recognition from both authority figures and students. They strive to have the best lesson plans, to be the most popular teachers etc. Such persons are striving to be recognized and rewarded. As a result of this attitude, they sometimes cut themselves off from much needed help and severely limit their ability to help others. They fail to see that cooperation and sharing of ideas is beneficial to both staff and students.

(iv) Teachers attitudes toward subject matter

For a teacher to be able to teach effectively, he must be enthusiastic on what he is teaching. As Ryan et al. put it:

The bored teacher conveys her/his feeling to the students - and who can blame them for failing to get excited if the teacher, who knows more about the subject than they do, does not find it engaging?9

Hence teachers should not be allowed to teach something they care little about. With enthusiasm, life in the classroom is exciting. With it missing, there is little hope the pupils will learn much of significance.

(b) **Subject matter a teacher needs**

Knowledge on subject matter can be divided into **two:**

(i) **Study** of the content of the discipline itself.

(ii) Familiarity of the knowledge derived from it to be taught to the pupils.

For instance a subject like social studies draws on many subject area disciplines. While biology draws from itself.

Most teacher education programmes have been seen to draw heavily on the disciplines. This disciplinary approach fails to prepare teachers for the second facet of the subject matter preparation, that is, the knowledge to be taught to the pupils; though we have method courses being offered. As Ryan, et. al. put it that:

To be prepared in the subject matter of instruction is to know the content to be taught and how the content can be related to the interest and experience of children and youths. To prepare the teacher in the subject matter will require courses oriented to the teacher's need for knowledge that can be tied in with the life of the children and youths rather than discipline-oriented course.¹⁰

Thus one can conclude that for a teacher to be effective in his teaching, he must be well versed in the disciplines from which the subject matter is derived. This will make him feel intellectually secure and he must have the ability to handle instructional content with greater understanding.

¹⁰ Ibid, p. 164.
B. THE HEADTEACHER AS A FACILITATOR OF CURRICULUM INSTRUCTION

Apart from the teaching duties which the headteacher does, he has other duties, that is, administrative duties which are also important for facilitating curriculum instruction. The headteacher is regarded as an educational leader of his school and immediate surrounding/community responsible for the execution of administrative functions as well as the supervision of instruction. The involvement of pupils, parents and teachers in the solution of educational problems has created a need of a kind of leadership that is skillful in the use of group processes in the improvement of the curriculum and the instructional programmes.

The job of educational leadership is therefore so immense that it no longer can be accomplished successfully by individuals working independently. The ability to work with individuals and utilize their special skills and talents thus becomes a top priority in the qualities essential for dynamic educational leadership. As Neagley et. al. put it that:

The more successful chief school administrators surround themselves with corps of well prepared specialists, and likewise see that principals are provided with sufficient assistance.11

Thus, there should be on the head-teacher's part the spirit of teamwork and that on his own, he cannot make the school run. He should therefore distribute the instructional duties fairly and in accordance to talents. He should always treat his colleagues equally without any favour. With this type of atmosphere existing between him and the other members of staff, they will be ready to defend him any time a problem arises. While this will be one way of safeguarding himself, he will also be training the other members in administrative duties for future purposes. Success will therefore be achieved only if the majority if not all professional staff have similar images of the headteacher's role.

Having created an atmosphere of team effort, the head-teacher should be able to assist the teachers in their classroom work. This can be done by the headteacher providing all the necessary teaching materials his teachers will require. But this does not assure that his teachers are doing as required. Hence there is need for him to see teachers' schemes for work, daily lesson plans and students' performance to know how the pupils are performing. In order for him to know that these are followed as laid out in the books, the headteacher has to visit the classroom to see how the teachers put what they have stated in their books into practice. As Callahan puts it that:

Watching a teacher present a lesson of which he himself is proud will give the chairman a good estimate of that teacher's potential for excellence. 12

For it is only through classroom visitations when a school headteacher can know the potential of his teachers and the problems his teachers encounter during classroom instruction. Having then identified the problems his teachers are experiencing, the headteacher should then arrange for follow-up conferences between the teacher and himself. This will then enable the headteacher to guide the teacher and suggest any possible remedies the teacher can take to make his classroom instruction a success. The headteacher will during this session be acting as a supervisor. It is in this capacity when the headteacher has to be very careful. The approach he will use might be interpreted differently and hence cause some friction between the two (i.e. the headteacher and the teacher concerned). As Callahan points it out that:

... discussions between a supervisor and a teacher whose class has been visited will require careful handling. The teacher can be expected to feel somewhat defensive in such a situation and might not be receptive to evaluations and recommendations made by his departmental head.13

The enlightened headteacher also spends sometime with his students. But one suprising thing is that most headteachers ignore the students and think they have little to offer with regards to creating good working environment for the headteacher. A good headteacher should learn to know his students and understand their problems. As Neagley et. al. put it that:

__________________________
13 ibid, p. 46.
The principal who prefers to talk with pupils in the corridors rather than to shout at them etc. has the basis for building a strong working relationship with pupils.\textsuperscript{14}

If this kind of working relationship with pupils has been established, they too can become valuable members of the instruction-leadership team. With their contribution, it becomes a valuable learning experience for them.

2.3 THE PUPIL AS AN ACTIVE LEARNER WITHOUT WHOM THERE WOULD BE NO LEARNING

The pupil is the most active participant in the learning process. It is him who has to sit for the examinations and in return reflect on the performance of the institution or the teacher. There are quite a number of factors which determine the performance of the pupil. The major factor is the teacher's participation in the teaching of the pupil. How good a teacher is determines the level of the students' performance. But teachers performance alone will not make the pupil pass. The environment of the home will also supplement on the teacher's performance. Thus parents have to give the correct atmosphere which is conducive to further study of the pupil after school. As Maynard puts it that:

\textsuperscript{14} Neagley et. al., op. cit., p. 95.
For a child to make the most of his education he needs to have easy access at home to instruments of education like books, newspapers and wireless, and the space, light and quiet in which to study them. It is a sad fact, however that nearly all African homes are without rooms in which a child can shut himself to read quietly or listen to the wireless.15

But even if all these are provided, it will be up to the pupil to make use of them - hence his direct involvement in the learning process.

It is also a known fact that children are naturally active. If their activity is prevented, their physical and mental development will be slowed down. When children go to school, the shock of having to rely on themselves (instead of parents as is normally the case while at home) may be so great that they give up immediately. Hence the child who receives too much protection from his parents may become backward, helpless, and lazy, lacking self-confidence and persistence. Thus there is need for the child to be more active and independent to enable for his physical and mental growth which is of vital importance in school learning situation.

Learning is a very tedious and energy spending exercise. At the time the pupils are in primary school, their age is still very small and hence need to spend a lot of energy in trying to comprehend what is taught - apart from the energy that is used

during the time of play with their peers. Thus for a child to be healthier and be able to understand what he is being taught while in school, there is need for him to have a well balanced diet during his meals. As Raju puts it that:

Lack of an adequate and well balanced diet leads to many ailments in school children often with consequent adverse effects on their educational progress.16

Thus for a learner to be active in class (or school work), he must have the correct types of meals which will provide him with enough energy and also prevent him from ailments which might affect his educational progress.

2.4 SCHOOL SUPERVISION AS AN EDUCATIONAL TOOL USED TO HELP THE TEACHERS

Supervision in schools can be regarded as the art/process of guiding an individual towards the improvement of instruction. As a result, all professional personnel in the system must engage themselves in the supervision. This is because the curriculum includes all those activities which the system sponsors for students; and that supervision has to be only when the supervisor has "live" contact with the instructional setting. Since all teachers have live and direct contact with the instructional setting, then all teachers are supervisors. The most obvious

supervisory relationship is that between the teacher and the headteacher. Another supervisory relationship is between the teacher and the community. Concern with their (community's) judgements arises mainly when pressure is brought to bear upon the system to start using some widely publicized method or cease and desist in the use of a technique to which the citizens have taken exception for a reason. As Herald et. al. put it that:

Although citizen supervision of instruction ... carries no mandate for action in the legal sense, the pressures which can be brought to bear upon the public school system are such that the citizenry cannot be ignored.17

Thus the community in this respect where they determine what is best for their children will be acting as supervisors.

Coming now to supervision as widely used, it can be said (or found out) that there are special personnel employed by the ministry to serve as supervisors (and who are mostly referred to as "inspectors") of our educational institutions. These people act as a link between the teachers and the ministry.

Because the supervisor has to work with these two categories of people, he has as indicated by Evans to be:

... a master of double talk conversing with workers in their language and the management in theirs.18


This then makes the work of a supervisor to be difficult. Though it is difficult, effective supervision of instruction can improve the quality of teaching and learning in the classroom.

Since the school curriculum represents the distillation of man's most important experiences, ideals, attitudes and hopes, then educational institutions demand a careful study. There is a pressing need in every school system to decide what to teach and how to teach it. Also we have an increase in the number and type of instructional media e.g. films, radios, etc. To cope with these demands supervision seems to play an essential role in deciding the nature and content of the curriculum in selecting the school organisational patterns and learning materials to facilitate teaching; and in evaluating the entire educational process.

Just to highlight a few areas or characteristics of good supervision, we need to have:

(i) The supervisor should establish and maintain satisfactory human relations among all staff members. Any programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationship among all personnel must be friendly. This view is indicated by Neagley when he quotes Wiles that:

A group's productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness.19

(ii) Supervision should be democratic—that is, a healthy rapport should exist among staff members in a give-and-take atmosphere which is conducive to objective consideration of the educational theories and problems of the day and the school.

(iii) Supervision should be comprehensive in scope, that is to say that supervision should be directed towards improving all factors involved in pupil learning. Initially, supervision was directed towards the teacher; but now, it should involve all aspects related to learning, for example presence of teaching materials and facilities.

Classroom visitation is still widely used by supervisors during the supervisory programme. This method is very advantageous only if there exists satisfactory human relations. This technique serves for the following purpose:

(i) Sensing the status of the curriculum and the experiences the students are having.

(ii) Discovering ideas that can be shared.

(iii) Establishing common bases for curriculum planning or in-service education.

(iv) Helping to improve the teaching-learning situation.

But the supervisory process will not be complete unless individual teacher conferences are held immediately after the classroom visitation. These discussions are useful because of the following reasons:
(i) Provide exchange of ideas.

(ii) Give an opportunity for constructive suggestions about classroom techniques or materials of instruction.

(iii) Identify possible areas for curriculum study or for professional growth of the teacher.

Irrespective of the type of school organisation, a good supervisory programme is more likely to result if specifications are prepared for each position and if qualifications desired for personnel to serve in those positions are stipulated. This qualification can be generalised as the ability to make the staff operate as a smoothly coordinated team.

2.5 PARENTS - TEACHERS ASSOCIATIONS (P.T.A.) AS EFFECTIVE BRIDGES BETWEEN SCHOOL AND THE COMMUNITY

Parents - Teachers Associations can be regarded as forums in which teachers and parents develop and maintain relationships that enhance the welfare of the pupils. This school-community links was first brought into light by the meeting held in Lagos by the African Ministers of Education in 1976 when they spelled out that:

... a start be made in all African states on an all-round and complete reform of educational systems. With the effective participation of the masses, in order to adopt
those systems to the real problems and occupations of the community. 20

In Kenya, this was brought up following the President's directive of 1978 to have the creation of P.T.A.s which will look into the affairs of the school. This then led to the abolition of building fund and other school funds and have the parents directly involved in the running of the schools.

In order for P.T.A. to be effective as a social organisation; it will be helpful for parents to have a clear idea of the aims of the school and how it fits into the general educational pattern of the area of the community as a whole. But knowing the aims of the school does not mean that the association can go into the professional affairs of the teachers or the school heads. As City Education department (Nairobi) published that:

It must be made clear that the P.T.A. cannot infringe upon the professional rights of the headteachers and his colleagues in the matter of curriculum, syllabus and teaching methods. 21

Hence we can say that parents should not involve themselves into telling the teachers what they have to do but through such forums, be made aware about the particular needs within the

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21 City Education Department, A Handbook of Primary School Headteachers in Kenya (Nairobi: Longman, 1979), p. 68.
school and hence endeavour to meet these needs. Just to cite a few areas the parents can assist the school are:

(i) Provision of school uniform to the child.

(ii) Instilling a sense of good conduct to the child.

(iii) The necessity for the provision of a suitable, quiet space for the child to do his/her homework.

(iv) Provision of school reading materials as required or requested by teachers.

All these with many others will create a healthy reading atmosphere which can make the child work harder in his school work.

The parents-teachers association will have a positive role towards it acting as a bridge between the home and the school when it is furnished with adequate and reliable information. But with mis-managed P.T.A.s, they do not have time to ask questions about the activities of the school so that they do not embarrass the teachers or create discord in the community. This leads to parents not knowing what is expected of them by the school.

There must be proper communication between the school and the parents. Lack of this makes solvable school problems remain unsolved at the detriment of both parties. Proper communication enables teachers to work together as parties whose efforts would bring benefits to the school, to the satisfaction of those concerned. As Moturi in his M.Ed. thesis (1985) put it when discussing the
role of P.T.As that:

The P.T.A. plays an important role in communication between home and school and can be used as a vehicle to improve performance of schools by providing the facilities needed in the school. 22

Such facilities according to the 1978 presidential directive would be:

(i) Raising funds for the construction of buildings and furnishing them for which their sons/daughters would use.

(ii) Providing funds for running of co-curricular activities etc.

This would therefore be in-line with one of our educational targets of taking education back to the people. Hence the P.T.A. raises money for the educational activities the school wants to venture itself in.

Such financial or material help given to the school by the parents would make them (parents) feel that they have participated in improving the school's status and hence the progress of the school will drive the parents' interest to school activities even more. This is also asserted by Jacobson et. al. when they suggest that:

... if the P.T.A. is engaged in securing funds for a desirable school enterprise, it will have greater interest in the school and will be more receptive to learning about institution for which membership should be working loyally.  

Along this line, Moturi suggests that:

There is need for monies for building fund and for running co-curricular activities be banked by parents-teachers association and that signatories should be the chairman, P.T.A.; the treasurer and the headteacher ... this will be the only time the parents will have a say on what goes on in the school and more so with their money. This will reduce the friction between P.T.A.s and the school committees.

Parent-teacher contact is more successful if it grows out of routine communication than if it is attendant upon the development of an immediate problem. Routine communication can be difficult when teachers have to deal with parents who themselves have had unsatisfactory experiences in school. When a particular problem arises and the teacher wishes to enlist the assistance of the parents, the cooperation of the child is an important consideration. The teacher should not convey that he is aligning himself with the parent against the child. If the child's cooperation and preferrably his consent is not obtained, he can readily sabotage the whole communication process.

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24 Moturi, op. cit. p. 75.
To possess knowledge about the subject matter.

To be able to possess these qualities, the teacher must be familiar with the developmental stages of children, must also have a philosophy of education to guide him and must know how human-beings learn, and how to create environments conducive for learning. All these can be obtained through training.

For the teacher to do the best, there is need for close supervision by the immediate boss (who happens to be the headteacher). To ensure that teaching is being done as is needed, the head must ensure that he checks on the teacher's schemes of work, lesson plans and notes, and students' progress record - this enlightens him/her on how the students are progressing in class. There is also need for the headteacher once in a while to observe a teacher teaching. This is the only way a headteacher can identify the problems the teacher is facing and hence guide and counsel him/her accordingly. One thing to note during this counselling session is that it should be done diplomatically. The headteacher should not act as a "dictionary of knowledge" but a guide. This will ensure that teachers do not feel embarrassed and hence will have confidence in him/her.

The other contributor in the learning process is the pupil. This can be regarded as the determinant of the learning process. No learning can take place without the pupil actively getting involved. As the saying goes that: "You can take a donkey to the river, but cannot force it to drink the water," so it is true to the pupil as well. It is only when the pupil is ready to learn
With fair communication between parents and teachers, the two parties (home and school) can help one another in the helping of the child towards his academic endeavour.

2.6 SUMMARY

Since pupils spend most of their waking hours in school, then the school can be regarded as one of the agents of socialization. Those who make the school act as a socializing agent are the teachers - from whom they act as a source of attitudes and values; and the peer group which has the norms, values and behavioural patterns.

The teacher though is regarded as the biggest contributor in the socialization process, because he is regarded as mature and to the pupils, he acts as a source of a message whose content is an important source. This leaves the students with no other option but to 'ape' what the teacher does. There is need therefore to have well-behaved, loyal and mature teachers who will be able to mould the children to better citizens. Badly behaved teachers will definitely bring unpatriotic citizens, and this is against the national goal of education.

Teachers can also be regarded as second contributors (to pupils) towards the performance of a school. The teacher before being recruited to teach must have theoretical knowledge about human learning and behaviour. He should demonstrate a repertoire of teaching skills, display the correct attitudes that foster learning and genuine human relationships and also must
that the performance will increase.

It has also been discussed in this chapter that the parents-teachers associations P.T.A. act as bridges between the school and the community. It is this association which should ensure that the school has all the facilities necessary for learning. It is only when the association knows the goals and objectives of the school and try to clarify these to the parents that they will be aware of what is expected of them. The awareness of the parents on school's expectations creates harmony between the school and the community.

Hence one can conclude that the performance of a school can improve if the following areas are looked into:

(i) The teachers who act as parents of the pupils while at school portray good behavioural standards which the pupils can copy and are acceptable to the community.

(ii) The pupils should be ready to learn.

(iii) The headteachers and teachers are devoted to their duties.

(iv) There is adequate supervision to ensure that teachers are doing the correct thing.

(v) The parents through their P.T. As ensure that schools have adequate facilities for effective teaching.
CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The research was meant to investigate the probable causes of poor performance in K. C. P. E. examinations in Kaloleni Educational Division of Kilifi District in Coast Province. The division was selected for the study due to its poor performance in K.C.P.E.

The researcher would have very much liked to carry out this study for the whole district and not the division; but due to the vast geographical area which would have been covered and the limited time for carrying out the research project, it was not possible to cover the whole district. But the researcher is still highly convinced that the findings could be applicable to the whole of Kilifi District since similar conditions tend to exist in the other zones.

The division had a total of 96 primary schools in the four zones. A total of 32 primary schools were used during the study as shown in the sampling procedure below. The tools that were used to solicit information from the subjects were:

(a) Questionnaires (3 of them) given to the head-teachers, standard 8 class teachers of the sampled schools, and the third to the four zonal Assistant
Primary Schools Inspectors (A. P. S. I.)

(b) Interviews. These were for the divisional Primary Schools Inspector (D.P.S.I.) and the secretary to K.N.U.T., Kilifi branch.

(c) Classroom observations and oral discussions. These were done by the researcher and whoever was teaching standard 8 during the time of the observation.

The research questionnaires were then sent to the subjects by the researcher himself and the subjects were given two weeks to fill the questionnaires before the researcher went round trying to collect the questionnaires back. With this method, the researcher had all questionnaires he had handed out returned.

3.2 SAMPLING PROCEDURE

Kaloleni Educational Division is made up of four zones namely: Rabai, Mariakani, Kaloleni and Chonyi.

A sample of 8 schools from each zone were randomly selected from the entire population of schools in each zone. In selecting the 8 schools, the following criteria were used:

(a) The schools must have been submitting students for K.C.P.E./C.P.E. examinations for the last five(5) years (that is, from 1983).
(b) The schools must have been under the same headteacher for the last three (3) years (from 1985). This enables the headteacher to be conversant with the environment and hence will be able to give reliable information.

In order for the researcher to have the two criteria fulfilled, he went personally to the divisional office and managed with the help of the Divisional Primary Schools Inspector to get the names of the schools that fulfilled the above criteria. From these names, random sampling was done (as explained below) in order to get the eight (8) schools in each zone. These acted as the subjects during the research.

During random sampling, the names of all the schools that had fulfilled the criteria above in a given zone were written on separate pieces of paper. These papers were then put in a basket and eight (8) pieces of paper picked from those in the basket. The names of schools on the eight pieces then represented the schools in which the research was going to be carried out. This was then repeated for the remaining 3 zones, hence making the researcher come up with 32 schools (8 from each zone). From these schools, the researcher solicited information from the headteachers of the schools, and also from the standard 8 class teachers. In schools with more than one stream in standard eight, the researcher wrote down the names of the streams on pieces of paper (separate), for example, white, red, east, west etc., and selected one of them randomly. When red stream for example was selected, then the standard 8 red
teacher became the respondent.

Also included as part of the respondents were the four (4) Assistant Primary Schools Inspectors (A.P.S.I.), the Divisional Primary Schools Inspector (D.P.S.I.) and the secretary to K.N.U.T., Kilifi branch.

The researcher also solicited information from the subject teachers of standard 8 whom the researcher had an opportunity of seeing them teach (four from each zone). Thus the total number of respondents used for the study were 86 broken down as follows:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 headteachers from each zone</td>
<td>32</td>
</tr>
<tr>
<td>8 class 8 teachers from each zone</td>
<td>32</td>
</tr>
<tr>
<td>A. P. S. I.</td>
<td>4</td>
</tr>
<tr>
<td>D. P. S. I.</td>
<td>1</td>
</tr>
<tr>
<td>Secretary to K. N. U. T.</td>
<td>1</td>
</tr>
<tr>
<td>4 standard 8 subject teachers from each zone</td>
<td>16</td>
</tr>
<tr>
<td>Grand total</td>
<td>36</td>
</tr>
</tbody>
</table>

3.3 INSTRUMENTS AND DATA COLLECTION

The researcher used three methods in data collection. These tools are shown in the appendix. These were:
3.3.1 QUESTIONNAIRES

Three types of questionnaires were used. Though different in content, these questionnaires tried to answer the questions raised in the study.

(a) First Questionnaire: This was labelled as I in the appendix. It was given to the 32 class teachers for standard eight (8). This questionnaire was made up of three sections A, B, and C.

(b) Second Questionnaire: This was labelled as II; and was to be answered by the four Zonal Assistant Primary Schools Inspectors, (A.P.S.Is) The questionnaire sought information on the following variables:

(i) Professional qualifications and procedures of appointment to the post.

(ii) Distance between each zone and the district head office.

(iii) The number of schools per zone and how the school inspectors go round the schools.

(iv) The number of trained; and untrained teachers in each zone.

(v) The factors which can help improve performance in the division.
(c) Third Questionnaire: This was labelled as III in the appendix. This questionnaire was given to the 32 head-teachers. The questionnaire sought information on the following:

(i) Duration of their headship and professional qualifications.

(ii) Whether schools have permanent offices, workshops, libraries, playfields etc.

(iii) Number of trained and untrained teachers and how they are housed.

(iv) Presence of refresher and inservice courses held for teachers.

(v) Frequency of school inspectors and nature of inspection.

(vi) Suggestions on how to improve teaching in their divisions.

(vii) Effectiveness of Parents Association and school committee.

(viii) Parents attitude to education.

3.3.2 INTERVIEW

This was labelled as IV in the appendix. These were held by the researcher himself on the following subjects.

(a) Secretary to K.N.U.T., Kilifi branch.

(b) Divisional Primary Schools Inspector, (D.P.S.I.)
3.3.3 **OBSERVATION**

This was the last method where the researcher observed standard 8 lessons being taught by subject teachers. The researcher made four observations in each zone. After each observation, the researcher held official discussions with the subject teachers.

The discussions between the researcher and the teachers were general and always stressed upon the factors which caused low/poor performance in K.C.P.E. examinations in the division. The researcher assured the respondent that the data obtained would be used for only the main purpose of the study. And the researcher would like to put it that after the assurance to the subject teachers, he always left the institutions having been given maximum cooperation.
CHAPTER FOUR

ANALYSIS OF DATA

I QUALIFICATIONS OF TEACHERS

The two tables below show the academic and professional qualifications of teachers in the division from the sampled schools:

**TABLE I**

PROFESSIONAL QUALIFICATIONS OF TEACHERS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Trained Teachers</th>
<th>Total number of Teachers in the Sample</th>
<th>Percentage of Trained Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>P4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P3</td>
<td>26</td>
<td>378</td>
<td>6.87</td>
</tr>
<tr>
<td>P2</td>
<td>63</td>
<td>378</td>
<td>16.67</td>
</tr>
<tr>
<td>P1</td>
<td>130</td>
<td>378</td>
<td>34.39</td>
</tr>
<tr>
<td>SI</td>
<td>2</td>
<td>-</td>
<td>0.53</td>
</tr>
<tr>
<td>Approved</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>221</td>
<td>378</td>
<td>58.46</td>
</tr>
</tbody>
</table>
TABLE 2

ACADEMIC QUALIFICATIONS OF UNTRAINED TEACHERS

<table>
<thead>
<tr>
<th>GROUP</th>
<th>Number of Untrained Teachers</th>
<th>Total Number of Teachers in Sample</th>
<th>Percentage of Untrained Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.P.E./K.C.P.E.</td>
<td>4</td>
<td></td>
<td>1.06</td>
</tr>
<tr>
<td>K.J.S.E.</td>
<td>32</td>
<td>378</td>
<td>8.47</td>
</tr>
<tr>
<td>E.A.C.E./K.C.E.</td>
<td>115</td>
<td></td>
<td>30.42</td>
</tr>
<tr>
<td>E.A.A.C.E./K.A.C.E.</td>
<td>6</td>
<td></td>
<td>1.59</td>
</tr>
<tr>
<td>TOTAL</td>
<td>157</td>
<td>378</td>
<td>41.54</td>
</tr>
</tbody>
</table>

From the two Tables 1 and 2 above, it can be seen that 58.46% of the teachers are trained while 41.54% are untrained. This untrained lot, which is too big, lack teaching skills since they have not yet had any professional training. Due to this, it can be said that these teachers cannot teach effectively standard 8 students and hence letting such people teach standard 8 is likely to lower the performance of these students in their examinations.
TABLE 3

PROFESSIONAL QUALIFICATIONS OF STANDARD 8 TEACHERS

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>PI</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>Untrained Teacher</th>
<th>Any other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>17</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>53.13</td>
<td>18.75</td>
<td>-</td>
<td>-</td>
<td>28.12</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from Table 3 that though we have majority of teachers in standard 8 as trained teachers, we still have 28.12% of the teachers teaching standard 8 still untrained. Hence it can be said that those classes taught by untrained teachers are not having equal instructional opportunities compared to those taught by trained teachers.

The table below shows the percentage distribution of untrained teachers in the whole division (on zonal basis).
TABLE 4

DISTRIBUTION OF UNTRAINED TEACHERS BY PERCENTAGE ON ZONAL BASIS

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total Number of Teachers in Division</th>
<th>Number of Trained Teachers in Zone</th>
<th>Number of Untrained Teachers in Zone</th>
<th>Percentage of Untrained Teachers in Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chonyi</td>
<td>131</td>
<td>131</td>
<td>111</td>
<td>45.87</td>
</tr>
<tr>
<td>Kaloleni</td>
<td>188</td>
<td>188</td>
<td>117</td>
<td>38.36</td>
</tr>
<tr>
<td>Rabai</td>
<td>1005</td>
<td>107</td>
<td>122</td>
<td>53.28</td>
</tr>
<tr>
<td>Mariakani</td>
<td>125</td>
<td>125</td>
<td>104</td>
<td>45.41</td>
</tr>
<tr>
<td>Total</td>
<td>1005</td>
<td>551</td>
<td>454</td>
<td>45.47</td>
</tr>
</tbody>
</table>

Taking the whole division into consideration, it can be seen that the percentage of untrained teachers is 45.17. This is not very far from that obtained from the sampled schools (with 41.54% as shown on Table 2).
These high percentages of untrained teachers can contribute towards poor performance in the schools.

It was also discovered that no single teacher in the division has got any Government trade test to prove or show that he/she can teach the technical subjects which should be taught in our schools despite the fact that the 8:4:4 system of education lays emphasis on technical education. Added to this, there is no single school in the division which has managed to identify somebody to come and teach these technical subjects, for example, woodwork, where the present teachers have no knowledge on. Hence it can be said that there is very little interaction between the school and the community.

It was also discovered that there are very few in-service courses which are offered to the untrained teachers. The only in-servicing that is done is immediately after recruitment where they are made aware of the professional ethics but very little with regards to the methods they can employ when teaching. This inservicing is done on zonal basis. This type of inservicing definitely leaves the untrained teachers with little knowledge on
how to go about their teaching tasks, and lack of this knowledge can contribute towards poor performance when teaching.

With regards to the old teachers, that is, those who have been in the profession for quite sometime, it was discovered that there were very few refresher courses which were conducted in the division. The frequency of these courses were determined by how effective the Zonal Primary School Inspectors were. Laxity on their part will put the older teachers in a dilemma for they will not have adequate information on the new developments of education.

II DISTRIBUTION OF SCHOOLS AND TEACHERS IN THE DIVISION

(a) Distribution of Schools and Enrolment of Pupils in the Division

TABLE 5

DISTRIBUTION OF SCHOOLS ON ZONAL BASIS IN THE DIVISION

<table>
<thead>
<tr>
<th>Zone</th>
<th>Number of Primary Schools</th>
<th>Enrolment of Pupils</th>
<th>Average Enrolment per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chonyi</td>
<td>23</td>
<td>9140</td>
<td>397</td>
</tr>
<tr>
<td>Kaloleni</td>
<td>27</td>
<td>11032</td>
<td>401</td>
</tr>
<tr>
<td>Rabai</td>
<td>21</td>
<td>10526</td>
<td>501</td>
</tr>
<tr>
<td>Mariakani</td>
<td>25</td>
<td>8707</td>
<td>348</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>39405</strong></td>
<td><strong>411</strong></td>
</tr>
</tbody>
</table>
It can be seen from Table 5 that the average enrolment of pupils per school for the whole division was 411.

Rabai zone is found to have highest average enrolment of pupils per school but this is attributed to the few number of primary schools present in the zone. With regards to the number of schools, it can be seen that the distribution of schools in the four zones of the division is fair.

(b) The Table below shows the distribution of teachers in the schools on zonal basis:

**TABLE 6**

**DISTRIBUTION OF TEACHERS IN THE SCHOOLS ON ZONAL BASIS**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Number of Schools</th>
<th>Number of Teachers</th>
<th>Average number of Teachers per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chonyi</td>
<td>23</td>
<td>242</td>
<td>11</td>
</tr>
<tr>
<td>Kaloleni</td>
<td>27</td>
<td>305</td>
<td>12</td>
</tr>
<tr>
<td>Rabai</td>
<td>21</td>
<td>229</td>
<td>11</td>
</tr>
<tr>
<td>Mariakani</td>
<td>25</td>
<td>229</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>1005</td>
<td>11</td>
</tr>
</tbody>
</table>

According to Table 6, the distribution of teachers in all zones is fair. Since the criteria used in distributing teachers in each zone is enrolment, then Mariakani is justified to have less number of teachers per school than any other zone in the division.
Though the distribution is fair in all zones, it was discovered that there are some schools which are understaffed. This understaffing results into a teacher teaching more than one subject in standard 8. This creates some bias due to differing interests the teacher might have with regards to the subjects one is teaching in a given school. The subject which the teacher favours less will definitely be taught poorly. This then brings about poor performance in the subject.

It was also discovered that some schools had a higher number of untrained teachers than in others. This leaves these schools to use the untrained teachers to teach in standard 8 (as already indicated in Table 3). Due to lack of professional competency, the performance in such schools will definitely be low.

TEACHING EXPERIENCE FOR STANDARD 8 TEACHERS

The Table below shows the teaching experience for standard 8 teachers in the division:

<table>
<thead>
<tr>
<th>Experience in years</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>13-15</th>
<th>16-18</th>
<th>19-21</th>
<th>Over 21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>34.38</td>
<td>15.63</td>
<td>18.75</td>
<td>6.25</td>
<td>6.25</td>
<td>6.25</td>
<td>9.38</td>
<td>3.11</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 7

TEACHING EXPERIENCE FOR STANDARD 8 TEACHERS
Table 7 reveals that about half of standard 8 teachers had six years or less of teaching experience and hence may offer rather limited guidance to their standard 8 pupils.

**DURATION OF TIME STANDARD 8 TEACHERS HAVE REMAINED IN THE SAME SCHOOL**

The Table below tries to show the period of time standard 8 teachers have been in their present schools.

**TABLE 8**

**NUMBER OF YEARS IN THE PRESENT SCHOOL**

<table>
<thead>
<tr>
<th>Duration in Years</th>
<th>1 - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>18</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>56.25</td>
<td>31.25</td>
<td>6.25</td>
<td>3.31</td>
<td>3.13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8 reveals that about 80% of the teachers have been in their present schools for less than 4 years. This indicates that most of these teachers lack adequate knowledge on the kind of students they are dealing with and hence it could be difficult to counsel them effectively. It was also discovered (from headteachers' comments) that the schools are facing continuous transfers of teachers which makes uniformity of teaching difficult. This lack of uniformity could create poor understanding by the pupils on the subject.
NUMBER OF TEACHERS INVOLVED IN TEACHING STANDARD 8

The Table below tries to show the number of teachers who are involved in teaching standard 8 in the division.

TABLE 9

PERCENTAGE OF TEACHERS TEACHING STANDARD 8 IN THE SAMPLED SCHOOLS

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>1 - 2</th>
<th>3 - 4</th>
<th>5 - 6</th>
<th>7 - 8</th>
<th>9 - 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>11</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>-</td>
<td>-</td>
<td>40.63</td>
<td>34.38</td>
<td>24.99</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9 reveals that about 40.63% of the schools have a maximum of 6 teachers teaching standard 8. Considering the number of subjects taught and hence total number of lessons, these teachers are few resulting into overloading of teachers teaching standard 8 (as shown in Table 10). This overloading will definitely reduce the competency of the teachers.

TEACHING LOAD FOR STANDARD 8 TEACHERS

The Table below tries to show the teaching load for those teachers teaching standard 8.
TABLE 10

TEACHING LOAD FOR STANDARD 8 TEACHERS

<table>
<thead>
<tr>
<th>Number of Lessons per week</th>
<th>11 - 20</th>
<th>21 - 30</th>
<th>31 - 40</th>
<th>41 - 50</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>3.13</td>
<td>15.63</td>
<td>46.88</td>
<td>34.36</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 10, over 80% of the teachers had a teaching load of over 30 periods a week. Considering the amount of time the teacher has to prepare the pupils for K.C.P.E. examinations and also the huge number of enrolment of pupils in standard 8, it can be said that this big teaching load makes it impossible for the teachers to prepare their students effectively for the examination and hence affecting the performance of the pupils.

USE OF RADIO LESSONS IN TEACHING

In the present system we have radio lessons which are prepared and transmitted by the educational media services. These are lessons which are supposed to help the less competent teachers in our primary schools to teach a given concept which might be difficult for them. Considering the number of untrained teachers present in the division, the researcher tried to find out if the teachers manage to fit their teaching times with the radio
The Tabes below indicate how often the headteachers of the schools in the division manage to perform instructional supervision duties.

TABLE 12

RATE AT WHICH HEADTEACHERS VISIT STANDARD 8 TO SUPERVISE TEACHING

<table>
<thead>
<tr>
<th>Rate of Visits Per Week</th>
<th>Number of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil or zero</td>
<td>14</td>
<td>43.74</td>
</tr>
<tr>
<td>Once</td>
<td>12</td>
<td>37.50</td>
</tr>
<tr>
<td>Twice</td>
<td>3</td>
<td>9.38</td>
</tr>
<tr>
<td>Thrice</td>
<td>1</td>
<td>3.13</td>
</tr>
<tr>
<td>More than Thrice</td>
<td>2</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 12 shows that 43.74% of the headteachers did not make any attempts to visit standard 8 classes to see what went on in the classrooms. This makes it impossible for the headteachers to advice or guide their colleagues on how to improve their teaching skills. Hence the moment the teacher is faced with a problem, he/she gets nowhere to seek for help and he/she results to trial and error method. This type of individualized teaching can retard the performance of the teacher.
According to Table 13, only 50% of the headteachers check on teachers' lesson plans at least weekly. The other headteachers check on them either monthly or termly. This rate of checking can make the lazy teachers just prepare the lesson plans only when they know that the headteacher is about to ask for them. The other disadvantage of this rate is that it makes these teachers go to class unprepared and this can have a disastrous
effect on the performance of both the teacher and the pupils.

With schemes of work, it can be seen that only 28.12% of the headteachers check on these documents termly. The others check on them monthly (53.13%) and weekly (18.75%). Since these documents are supposed to show what the teachers will do for the whole term, it is a waste of effort to have them checked weekly or monthly so long as it has been proved that the teacher has his/her document ready at the beginning of the term.

With regards to the pupils' progress report, it can be seen that 18.75% of the headteachers check on them termly. This creates the impression that the headteachers check on the progress report only when they want to sign the end of term report forms. The only disadvantage is that the headteacher has no idea as to how the student has been performing during the term. This could lead to false or unfair comments by the headteacher. For those who do not check on the students' progress report, this is unprofessional for these headteachers do not have even the faintest idea of what goes on in their schools.

Inspection can also be done externally by the Zonal Assistant Primary Schools Inspectors, or the divisional primary schools inspector. These personnel are supposed to help the headteachers and the teachers in general to perform their duties well.

The table below tries to look into the rate at which these divisional or zonal inspectors visit the schools under their jurisdiction.
TABLE 14

RATE OF VISITS BY ASSISTANT PRIMARY SCHOOLS INSPECTORS TO THEIR SCHOOLS

<table>
<thead>
<tr>
<th>Rate</th>
<th>Nil</th>
<th>Yearly</th>
<th>Termly</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Inspector</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Thus it can be seen from Table 14 that out of the four inspectors (from the four zones in the division), one manages to visit the schools under his jurisdiction once a month. The other two make it termly while the last inspector visits his schools once a year. At this rate, the assistant primary inspectors have minimal knowledge on what goes on in their schools, thus there is very little professional advice these inspectors could give to their teachers and headteachers. This makes school inspectors rather weak and hence can contribute towards poor examination performance in the division.

IV  DEDICATION TO DUTY BY TEACHERS

For better performance in an examination, the teachers involved must be dedicated to their duties. Dedication to duty will be determined by the following activities.

(a) Teachers' Availability to the Classroom During Teaching

It was found out during the study that majority of the teachers (especially the old teachers) were dedicated to their
teaching duties. For the young and especially untrained teachers, majority of them assumed that they could secure employment somewhere else. Due to this mentality, these teachers had always tried to absent themselves from class on minor reasons. If the reason which they want to use is not justified, they can decide to give pupils an impromptu test and mark the test in class or revise the test in class instead of giving it (test) on some other time other than the teaching time. This is proved by table 15 which tries to show how teachers revise the tests given to the pupils.

**TABLE 15**

**METHODS USED FOR REVISION OF TESTS BY STANDARD 8 TEACHERS**

<table>
<thead>
<tr>
<th>Method</th>
<th>By Pupils during class hours</th>
<th>By Pupils outside class hours</th>
<th>Not done at all</th>
<th>By Pupils and Teachers during class hours</th>
<th>Pupils and Teachers outside class hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>24</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>-</td>
<td>6.25</td>
<td>-</td>
<td>75.00</td>
<td>18.75</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from Table 15 that 75% of the teachers carry out revision of tests during class hours. This exercise consumes more of their teaching time and can lead to not finishing the syllabus. This will subsequently lead to a drop in performance.
in K.C.P.E. examination.

(b) Quality of Lesson Plans, Lesson Notes and Schemes

It was observed that most teachers were teaching without the above tools duly prepared. This made the teacher teach just what the author of the textbook had written rather than what the syllabus had outlined. This was due to that most headteachers did not ensure that the teachers had prepared their tools adequately before going to teach, as already shown on Table 13.

(c) Attitude of Teachers Towards Work

It was discovered during the research that some teachers took this noble profession as "a stepping stone" to a better job. This mentality makes them not serious in their job; and such teachers are not interested to see that the discipline of the pupils is as required of them. They fear punishing students lest the students' parents blast them or take legal action against them. This makes the students "big headed" and hence increase indiscipline which definitely retards the performance of the pupils in examinations.

(d) Availability of Resources Necessary to Enhance Learning

It was discovered that most schools lacked sufficient materials required for learning, for example, exercise books and text books. Though the Kenya School Equipment Scheme (K.S.E.S.) tries to provide the schools with textbooks, these textbooks are
not enough for all students due to large numbers of student population in the classes. The table below tries to indicate class enrolment in standard 8.

**TABLE 16**

<table>
<thead>
<tr>
<th>ENROLMENT OF STANDARD 8 PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils per class</td>
</tr>
<tr>
<td>Number of Schools</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
</tbody>
</table>

It can be seen from Table 16 that 50% of the schools have over 40 students in a class. This becomes very difficult for the teacher to effectively teach the students.

This congestion in the classrooms makes the teaching to be teacher centred rather than student centred. Also the few textbooks the K.S.E.S. provides cannot be enough for all children. As a result, the parents are made to buy books for their children. Those children whose parents were not financially well-off (who were the majority) were not able to buy all books required and hence learning opportunities would not be uniform for all students. Hence lack of learning resources would definitely affect performance in examinations.
(e) Use of Teaching Aids

It was discovered during the research that most teachers were not putting emphasis on teaching aids like wall charts, models, pictures etc. Majority of them just teach without the use of them even though the concepts would be better understood with the help of a teaching aid. Most classrooms were bare with no pictures or charts for helping to reinforce what was being taught. Since these students are young, the researcher feels more aids should be placed or stuck on the walls so that the students remind themselves of what they learnt in class. This will increase retention and hence reduce poor performance.

V PARENTAL ATTITUDE AND CONTRIBUTION TO PROPER LEARNING

(a) During the research, it was discovered that very few parents in the division bothered to visit the schools in order to know about their children's problems and progress. This left the parents ignorant about the children's performance. In case of disciplinary problems, some parents tended to favour their children. This type of attitude where parents side with the pupils has a very bad effect on the pupil and the teacher. The pupils become more indisciplined knowing that their parents will support them. The teacher tends to ignore any further mischievous behaviours of the child. This leads to poor concentration by the pupil on class work and the teacher gets discouraged to counsel the pupil. This increase in indiscipline then brings about poor performance.
(b) It was also discovered that most parents tended to be reluctant in buying textbook (or supplementary reading materials) or exercise books to their children. Tied with reluctance to buy reading and writing materials to the pupils is the fact that the parents do not give them enough time for the children to study while at home. Most parents tend to give the students domestic responsibilities like cooking for the girls and looking after goats or cattle for the boys. These commitments definitely will make the pupil to miss extra reading time and hence will definitely affect performance.

(c) With regards to nutritional needs, it was discovered that most students seemed to be healthy and well fed. This implied that parents were very much concerned about their children's health.

The only thing which was noted was that there was no feeding programme in the division. The researcher feels that the moment such a programme is started, it will save the children the problem of rushing home during lunch time and coming back before 2.00 p.m. for their classes. The table below shows the percentage of pupils who travel home during lunch break for lunch.
TABLE 17

NUMBER AND PERCENTAGE OF SCHOOLS WHERE PUPILS TRAVEL HOME FOR LUNCH

<table>
<thead>
<tr>
<th>Activity</th>
<th>Come with lunch to school</th>
<th>Go home to eat and then return</th>
<th>Sit around without lunch</th>
<th>No idea</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>-</td>
<td>27</td>
<td>5</td>
<td>-</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>-</td>
<td>84.38</td>
<td>15.62</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from Table 17 that in 84.38% of the schools, pupils travel home for lunch and then back to school. Even though, it can be seen from the table that in 15.62% of the schools, pupils sit around the school compound with nothing to eat. Some of these stay around because the distance from home to school is long and hence cannot make it to and fro in the 1½ hours break. Those pupils who will have stayed without lunch will definitely lack concentration during the afternoon classes and this could affect their performance in classwork.

VI PARENTS, PUPILS AND TEACHERS ACCESS TO SCHOOL

It was discovered that even though most schools do not have teachers houses, the schools are within easy reach for teachers. These teachers who are not housed by the school get accommodation in the villages just next to the schools. Thus cases of lateness to duty by teachers are minimal.
To the pupils, most of them come from around the school and hence they can easily reach the school. The only discouraging thing is that the students lack interest in learning and hence cases of lateness are very much pronounced. This definitely affects the learning time and hence performance is affected.

To the parents, the schools are within easy reach especially to those who stay in the rural areas where the schools are situated. The only problem is that most of these parents are not keen in reaching the schools for fear that they will be reminded about the number of books or materials they are supposed to buy for their children. This attitude makes them ignorant of what is expected of them with regards to proper learning. This makes them not force their children to study while at home. This ignorance could contribute towards pupils' poor performance.

VII. PROVISION OF LEARNING MATERIALS FOR THE PUPILS

It was discovered that most schools in the division were lacking teaching and learning materials, for example, textbooks and exercise books. Most teachers were using personal copies of the recommended textbooks. Those textbooks provided by the K.S.E.S. normally reached the schools late. Supplimentary reading materials are left to the teacher and the school to purchase in bookshops. This makes the undevoted teachers to use just that one copy provided to the school. This tends to limit the scope for teaching.
With regards to textbooks for the pupils, it was discovered that very few copies are provided by the K.S.E.S. These few copies force the students to share one copy between 4 or even 6 pupils. These shared copies makes it difficult for all pupils to have ample time to read the book. This forces the students to depend on teachers notes, in case they are given.

With regards to exercise books, it was discovered that this responsibility was given to the parents to buy them for their children. This makes the children from poor families, and these were the majority, not to have enough books for all subjects taught. What the students do therefore is use one exercise book for a variety of subjects. This brings about confusion due to mix-up of notes. This confusion will affect their performance.

VIII. FACILITIES PRESENT IN SCHOOLS

With the introduction of the 8:4:4 system of education, the stress on technical education has increased. This has forced educational institutions to build workshops, libraries, science rooms or laboratories and home science rooms.

The table below tries to show how the situation looks like with regards to the implementation of the 8:4:4 education in the district.
TABLE 18

CONSTRUCTION PROGRESS OF PRIMARY SCHOOLS' WORKSHOPS AND HOMESCIENCE ROOMS IN KILIFI DISTRICT

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>CLASSROOMS REQUIRED</th>
<th>NUMBER OF W/S</th>
<th>NUMBER OF H/S</th>
<th>COMPLETED W/S</th>
<th>UNDER CONSTRUCTION W/S</th>
<th>NOT STARTED W/S</th>
<th>H/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>KILIFI</td>
<td>262</td>
<td>218</td>
<td>218</td>
<td>11</td>
<td>14</td>
<td>193</td>
<td>193</td>
</tr>
</tbody>
</table>

KEY:

W/S Workshops

H/S: Home Science

(Source Report of the Education Administration Conference held at Jomo Kenyatta College of Agriculture and Technology (21st - 25th April, 1987). Published by Jomo Kenyatta Foundation, Nairobi).

Generally, it can be seen from Table 18 that the district is lacking 262 classrooms. This has caused some streams in certain schools to be combined. This brings about congestion in the classrooms and hence difficulty to the teacher to teach these pupils effectively.

It can also be seen from the same table that only 11 out of the 218 workshops and also 11 out of the 218 home science rooms needed in the district have been completed; while 14 of each are under construction. This leads to theoretical learning of the technical subjects rather than practical learning. This type of
learning definitely beats the main motive of introducing the 8:4:4 system of education.

Looking at how the situation looks like in Kaloleni Division, the table below tries to show the availability of learning facilities.

**TABLE 19**

**LEARNING FACILITIES IN KALOLENI DIVISION**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Office</th>
<th>Workshops</th>
<th>Library</th>
<th>Playground</th>
<th>Farm</th>
<th>Staff houses</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>32</td>
<td>4</td>
<td>-</td>
<td>28</td>
<td>14</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Percentage</td>
<td>100</td>
<td>12.50</td>
<td>-</td>
<td>87.50</td>
<td>43.75</td>
<td>6.25</td>
<td>100</td>
</tr>
</tbody>
</table>

Comparing Table 18 and Table 19, it can be seen that out of the 11 workshops the district has, only 4 are in Kaloleni Division.

From Table 19 it can be seen that all schools in the division have classrooms and offices. But it was actually discovered that the so-called offices were multipurpose in the sense that they are used as stores for books and other items the school owns. In all schools therefore, there were no proper offices from where the headteacher could carry out administrative duties. Even though these offices act as stores, there are no shelves from where the books are kept. Most of the items are kept in boxes. With regards to classrooms, while Table 9 shows all the schools
have classrooms, these were found not to be enough. Most of the streams were combined and hence making the class population to be too high to be managed by a single teacher. Some of the classrooms have one side of the walls off and hence pupils are always destructed whenever something passes. This makes concentration in what is taught poor and hence interfere with proper learning. It was also discovered that most of the classrooms did not have enough furniture for pupils to sit on. One desk was made for sitting three or four pupils instead of the usual two. With this type of sitting arrangement, it becomes difficult for the pupils to learn comfortably.

Coming to availability of workshops, only 12.50% of the schools have the buildings they can call workshops ready but none of them had the required facilities and equipments. The only equipments available to all schools and these were those that were provided by the Government were:

- 1 or 2 jackplanes
- 1 or 2 hammers
- 2 handsaws
- few nails

Hence one can say that the schools actually lacked the facilities necessary for learning the skills. How can the above tools serve 40 or more students in a class? Hence while two students are practising on how to use the jackplane for instance, the remaining 38 pupils or more were watching. This leads to theoretical learning of the skills rather than practical learning. The other problem which was discovered with regards to
technical education was lack of trained personnel to teach the technical subjects. All teachers in the division have no idea on these technical subjects and hence learning becomes poor.

With regards to agriculture, it can be seen that only 43.75% of the schools in the division have farms on where to exercise what is learnt in class. Lack of school farm in most schools comes as a result of the limited space which the schools have been given.

Coming to teachers houses, it can be seen that only 6.25% of the schools in the division have staff houses. And even for these schools, it was discovered that teachers hated staying in them because of theft. Hence most teachers are made to look for houses in the communities around and hence few teachers manage to sacrifice a few extra hours teaching the students for they would also like to travel and reach their houses early.

The most discouraging thing which was noted was that there is no school in the division which has a library where students could get books to read and supplement on what has been taught. With lack of almost all these facilities, the performance of the division is bound to be poor.

IX INTERFERENCE BY OUTSIDERS ON SCHOOL

It was discovered during the research that outside interference on school work is not so pronounced. But there were cases which were still in existence. These could be categorized into two.
(a) Fear of Witchcraft

It was discovered that fear of witchcraft had caused a downfall in the progress of certain schools in the division. There are instances in the division when a school had to be closed for sometime awaiting cleansing just because students were dying or girls faced frequent mental disorders which led to them becoming 'wild'. Some of those students whose schools became victims of such incidences had to look for transfers for fear of being victims.

Also on discussion with certain people in the division, it was found that some parents feared buying their children all what was required by the school simply because they fear the child might be bewitched if seen with all these items while other pupils do not have. For sure, such mentality retards the development and progress of the school and hence leading to failure in examinations.

(b) Theft on Teachers' Properties

It was discovered that some teachers feared staying in the school compound for fear of their houses being broken into. This led them to renting houses in the surrounding community. Some teachers who fall victims of their houses being broken into ask for transfers and when these are granted, replacement takes a long time. In turn, this creates overloading to the remaining teachers and hence reduces competency of the teacher. Reduction in competency will automatically bring about poor performance in examinations.
CHAPTER FIVE

5.1 SUMMARY

The research was meant to investigate the probable causes of poor performance in Kaloleni Educational Division of Kilifi District in Coast Province. The district is made up of four educational divisions namely: Ganze, Bahari, Kaloleni and Malindi.

Kaloleni Educational Division consists of four educational zones namely: Rabai, Mariakani, Kaloleni and Chonyi. The researcher felt justified to carry out a study on this division due to its poor performance as already indicated in Chapter One. All the zones in the division were used for soliciting data.

The main theme of the study was to investigate among other areas the qualifications and distribution of teachers in the division and their devotion to duty. The researcher also looked at the rate of school inspection and supervision by the inspectors to ensure that the schools, that is, headteachers and teachers are doing the correct thing. The researcher also looked at the readiness of parents' or the community's involvement in school matters as well as readiness of pupils to learn.

These objectives therefore led the researcher to review literature related to: - the school, role of inspectors and teachers (and headteachers inclusive) in facilitating the
curriculum instruction, the role of the pupils in the learning process and lastly the role of the Parents Association as effective bridges between the school and the community.

In order to obtain data, the researcher randomly selected 8 schools from each of the four zones in the division, thus bringing the number of schools used as the sample to 32. These schools selected had to fulfill two criteria (these can be seen in Chapter 3). From these selected schools, the subjects who were used for collecting data from, were the headteachers of the schools and the class teachers for standard 8. These responded to questionnaires which were personally distributed by the researcher. These questionnaires were then collected by the researcher after two weeks.

The researcher also carried out classroom observation of standard 8 lessons. These observations were carried out on 16 schools in the division, that is, 4 schools from each zone. After the classroom observation, the researcher held discussions with those teachers who had been involved in the teaching.

Other subjects used during the study were the divisional primary schools inspector and the secretary to K.N.U.T., Kilifi branch. These two personnel were interviewed by the researcher. Also, the four assistant primary schools inspectors for the four zones in the division were also used in the study, but these responded to questionnaires set by the researcher.

The findings were reported in tabular form and percentages calculated for the different variables which affected performance.
From the percentages, the researcher managed to identify the probable causes of poor performance in the division.

5.2 CONCLUSION

1. In Kaloleni division, there existed a high percentage of untrained teachers who were not equitably distributed in the schools. This inequitability therefore led to some schools in the division having to use them to teach examination classes. Because these untrained teachers lack proficiency, their teaching becomes poor and hence contributes towards poor performance in K.C.P.E. examinations.

Also, from these teachers, we have in the division untrained teachers who are C. P. E. and K. J. S. E. holders.

2. Most schools were understaffed and hence the teaching load of most teachers was high. High teaching load will definitely reduce the ability for the teachers to prepare themselves adequately before going to class. This will therefore reduce the competency of the teachers.

3. In the division, there were no teachers who were qualified to teach technical subjects and none of these schools had bothered to invite a member of the community who is versed in technical subjects to act as a resource personnel or teach the students on a given skill the teacher is not conversant with. This existence of the school in isolation has led to poor performance in technical subjects.
Along this line also, the schools lacked adequate facilities to be used by the students during learning of these subjects.

4. Most schools lacked enough classrooms and other learning facilities like textbooks, exercise books, desks, chairs etc. Mostly we have situations where pupils learn under collapsing roofs, sit in fours or threes instead of twos, and use one exercise book for more than one subject. Conditions like these ones narrated above can deter pupils from using all their efforts during learning.

Lack of enough classrooms has also brought about overcrowding in the classrooms since in other schools two streams are combined and made to use one classroom.

5. In the division, there are no inservice courses for untrained teachers or refresher courses for the trained teachers. There is only what they call as induction courses which is given to the untrained teachers immediately after the recruitment into the profession. Even though, these courses are meant to inform these new teachers on the professional ethics and mode of conduct. It has nothing to do with teaching methods.

Hence with untrained teachers, lack of inservice courses makes them unaware of the probable methods of teaching forcing them to teach the way they were taught. Lack of refresher courses makes the teachers be in the dark on the recent developments in the curriculum.
6. Most headteachers feared visiting standard 8 classes to observe teachers teaching for fear of being termed "witchhunters". This led to the headteachers not being able to know what was going on in class and the problems their teachers faced. Therefore such headteachers cannot guide teachers on how to improve the teaching and subsequently the results of the school.

Alongside with it, most headteachers do not know when to inspect teachers' records, for example, schemes, lesson plans, lesson notes and students' progress records. Some headteachers would check the schemes weekly and yet this is a document which is prepared termly. Others check on lesson plans once a term and students' progress record once a term. Laxity on the part of the headteachers to check on such records encouraged the undevoted teachers to go to class unprepared.

7. Inspectors in the division who are the immediate supervisors tend to visit the schools under their jurisdiction on very rare occasions. This rate makes the teachers loose the professional advice which they ought to get from them.

8. Most parents seemed relaxed in helping the schools to academically prosper and the teachers feel secure. This was brought about by:

(a) Lack of assistance from parents in development projects of the school, for example, building classrooms, workshops and equipping them, teachers' houses, libraries and
headteacher's office.

(b) Laxity in buying textbooks and exercise books for their children.

(c) Laxity in forcing pupils to study while at home and reinforcing discipline.

(d) Giving a lot of freedom and backing to their children which leads them to involve themselves in unwanted behaviours.

9. The division lacked incentives for motivating pupils to work harder during zonal, divisional or national examinations.

10. There is no feeding programme for the pupils in the division. This makes the students waste a lot of time rushing home for lunch which this time would have been used for private studies.

11. The belief that one will be bewitched when he/she excels in an examination affects the pupils. Also parents do not involve themselves in school matters for the benefit of the pupils because of the same belief.

12. There were no security measures that were taken for those teachers who stayed in the school compound. This resulted in burglary and theft which had made teachers refuse staying in institutional houses.

13. Very little devotion to duty by teachers especially the untrained teachers. This is because there are no motivating devices for them. You find untrained teachers who have
been in the class for many years left out during college intake. If teachers were taken to colleges depending on the number of years they had been in the field, majority of these untrained teachers would be devoted. But it appears that it is whom you know in the ministry rather than experience as an untrained teacher. This frustrates the victims and hence consider it a stepping stone.

5.3 RECOMMENDATIONS

1. There is need for a second Teachers' Training College in the province to increase the number of trained teachers; and also organise more inservice courses for teachers.

2. There is an urgent need for pupils to be more disciplined, this implies that the parents have also to assist while the students are at home to ensure that the type of behaviour the students portray is what is expected of them. Disciplining pupils should not be left to the teachers alone. It should also be seen as a collective responsibility between teachers, parents and the community as a whole.

3. Warm relationship between parents, pupils, teachers and education officers is important for maximum cooperation in learning and in improving performance.

4. There should be balancing of the teaching force (for both trained and untrained teachers) so that no school is served with greater number of teachers than the other.
5. There is an urgent need for parents to ensure that their children have enough textbooks and exercise books to ease the problems already encountered by the pupils. This will improve learning conditions and performance in examinations.

6. The parents through their Parents Associations should ensure that schools have enough classrooms, desks, chairs and tables and also ensure that those rooms, for example, workshops, libraries and home science rooms have the necessary equipments or tools for the implimentation of the 8:4:4 system of education.

7. There is need to introduce feeding programme for pupils while at school. This will ensure that the pupils have enough time to read what they have been taught. This can be done by introducing afternoon preps after their lunch since students will not waste time rushing home and hence this time saved can be utilized for private studies.

8. The D.E.O.'s office should at least arrange an inspection programme so that a ministry's vehicle can be allocated to take the zonal inspectors around the schools under their jurisdiction to ensure that inspectors supervise the teachers at least once a month.

Alternatively, the ministry should supply these inspectors with transport, for example, motor-bikes to ensure that they carry out inspectorial duties in their schools more frequently.
9. The ministry should leave the inspectors to do nothing but supervise teachers and inspect schools, other personnel should be employed to do the administrative duties in the zonal offices which have prevented inspectors from going round their schools more frequently.

10. There is need to motivate teachers through: promotions, allowances for outside classroom and school activities done by teachers, automatic absorption to a Teachers Training College for an untrained teacher who has served for a given period of time, for example, three (3) years. etc.

11. There is need to introduce motivating devices, for example, trophies to leading pupils, school and zone in the division to create a sense of competition during the national, divisional or zonal examinations.

12. The rate at which teachers are transferred needs to be reduced, preferrably to be done during the begining of year only.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. There is need to carry out further research on the other three remaining divisions in the district.

2. There is need to carry out a research on the factors that lead to pupils' indiscipline in schools in the division or district.

3. There is need to carry out a research on parents attitude towards education in the district.
REFERENCES


INSTRUCTIONS:
Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially:

SECTION A:
In this section, write the answers for these questions in the spaces provided:

1. For how long have you been a teacher? ________________________________
   
2. When were you posted to the present school? _________________________
   
3. How many other teachers teach your class? ____________________________
   
4. How many lessons do you teach? ________________________________
   
5. What subjects do you teach (e.g. Swahili, Science, etc)?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What is the pupil enrolment in your class? ________________________
   ________________________________________________________________
   ________________________________________________________________
7. How many of these students are repeaters?

8. Does your class have a class library?

9. How do teachers get textbooks and other teaching materials (e.g., from school, personal library e.t.c.)

10. How do students acquire textbooks and exercise books?

11. Is truancy (i.e. leaving school without permission) a common problem in your class?

   If YES, what causes it?

12. Are there external tests done by your pupils?

   If YES, please name them.

   ........../3
13. Are teaching conditions good for either extra/special morning or evening study of your class?

If NO, please give reason(s).

14. Has your class ever been visited by the District Education Officer (D.E.O.) or his agents (e.g. Inspectors) since 1985?

If YES, how many times?

SECTION B:

Circle what you think is the correct response for each question from the list of alternatives given below each question:

15. What is your professional qualification?

A: P3  B: P2  C: P1  D: S1

E: Any other (Please state/specify)
16. Do teachers manage to fit teaching periods with radio lessons?
   A: Always   B: Sometimes   C: Rarely   D: Never.

17. What do pupils do during lunches?
   A: They come with lunch to school.
   B: They go home to eat and return to school.
   C: Sit around without lunch.
   D: No idea

18. Is absenteeism a serious problem in your class?
    ________________________________
    If YES, what causes it?
    A: Long distance to school.
    B: Failure to pay activity fees.
    C: Sickness of the pupils.
    D: They (students) are given other responsibilities to do at home.
    E: Any other (Please specify) ________________________________
    ________________________________

19. What steps do you take to minimize truancy and absenteeism?
   A: Pardon the offenders.
   B: Punish them myself.
   C: Send them to the office of the headteacher.
   D: Call their parents for counselling.
20. How often do you test your class?

A: Daily  B: Weekly  C: Monthly  
D: Termly  E: Any other (Please specify)

21. How is revision done?

A: By pupils themselves during class hours.
B: By pupils themselves outside class hours.
C: Usually, it is not done.
D: By pupils and teachers during class hours
E: By pupils and teachers outside teaching hours.

SECTION C:

Read the following statements given below and indicate what you feel in relation to proper learning and better performance in K.C.P.E.

Circle what you think is the appropriate option from the four (4) given below each question.

KEY:

S.A = Strongly Agree
A = Agree
D = Disagree
S.D = Strongly Disagree.
22. Regular visits by parents to school is necessary.
   A: S.A     B: A     C: D     D: S.D

23. Continuous follow-up of the pupils' work by parents after school is important.
   A: S.A     B: A     C: D     D: S.D

24. Visits by D.E.O. or his agents (e.g. Inspectors) to the school has helped to raise the school performance.
   A: S.A     B: A     C: D     D: S.D

25. Expulsion of pupils to force parents to meet school requirements like books has helped to raise the performance of the school.
   A: S.A     B: A     C: D     D: S.D

26. Lack of learning materials has tended to lower K.C.P.E. performance in the school.
   A: S.A     B: A     C: D     D: S.D

27. Insufficient school inspection and supervision has caused laxity among teachers hence poor school performance in K.C.P.E.
   A: S.A     B: A     C: D     D: S.D

28. Ineffective moral and material support by parents' association has led to the schools' poor performance.
   A: S.A     B: A     C: D     D: S.D
29. Pupils' truancy, absenteeism and indiscipline has led to poor performance.
   A: S.A  B: A  C: D  D: S.D

30. Poor school environment has led to a drop in the school performance in K.C.P.E.
   A: S.A  B: A  C: D  D: S.D

31. Interference by outsiders on school has caused a drop in standards of the performance of the school in K.C.P.E.
   A: S.A  B: A  C: D  D: S.D
APPENDIX II

INSTRUCTION:

Please feel free to answer the questions as frankly as possible. Responses to the questionnaire will be treated confidentially.

SECTION A:

Write the answers to the questions in this section in the spaces provided.

1. What is your professional qualification?

2. For how long have you been an assistant primary school inspector?

3. What criteria are used for one to become an assistant primary school inspector?

4. How many schools are under your inspection?

5. How many teachers who teach in your zone are:
   (i) Trained?
6. How do you ensure teachers devotion and cooperation in your zone?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Approximately how far is your zone from:

   (i) Divisional office? ______________________________ Km.
   (ii) District office? ______________________________ Km.

8. Which method do you normally use in contacting the schools under your inspection (e.g. through T.A.C. tutors, personal visits, memos e.t.c.)?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. How often do you go round all your schools?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Which of the problems, if any, stated below do you think your office encounters in getting materials to schools?

   A: Lack of transport facilities
   B: Insufficient manpower
   C: Distance
   D: Any other (please specify) ____________________________
SECTION B:

Read the following statements given below and indicate whether they are important for learning and can cause low performance in K.C.P.E. in your zone. Circle any of the four options given below each statement.

KEY:

S.A = Strongly Agree
A = Agree
D = disagree
S.D = Strongly Disagree

11. Difficulties in reaching and inspecting schools.
A: S.A. B: A C: D D: S.D.

12. Ineffective school administration by the headteacher.
A: S.A B: A C: D D: S.D

13. Little devotion, cooperation and absence from duty on the part of the teachers.
A: S.A B: A C: D D: S.D

14. A large number of untrained teaching personnel.
A: S.A B: A C: D D: S.D

15. Insufficient moral and material support to teachers and pupils, by parents' Association in the schools.
A: S.A B: A C: D D: S.D
16. Lack of teaching-learning materials in the schools.
   A: S.A     B: A     C: D     D: S.D

17. Establishing a second teachers' college in the province can reduce the number of untrained teaching personnel.
   A: S.A     B: A     C: D     D: S.D

18. Interference by outsiders on school work.
   A: S.A     B: A     C: D     D: S.D
APPENDIX III

INSTRUCTIONS:

Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially.

SECTION A:
In this section, write down the answers for the questions in the spaces provided.

1. For how long have you been a headteacher?
   ____________________________________________________________

2. What is your professional qualification (e.g. S.I, P.I, p2 e.t.c.)
   __________________________________________________________________

3. Which of the following facilities does your school have?
   Please tick (✓) where appropriate)
   (i) An office
   (ii) A workshop
   (iii) A library
   (iv) A playground
   (v) A farm
   (vi) Staff houses
   (vii) Classrooms (__________ in number) ______

4. From the teachers present in your school, how many are:
   (i) Male teachers
   ____________
   (ii) Female teachers
   ____________

   .../2
5. Fill in the tables below to show the academic and professional qualifications of the teachers present in your school:

**TABLE A: Academic qualification**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>TOTAL NO. OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPE/C.P.E</td>
<td></td>
</tr>
<tr>
<td>K.J.S.E.</td>
<td></td>
</tr>
<tr>
<td>KCE/E.A.C.E.</td>
<td></td>
</tr>
<tr>
<td>KACE/E.A.A.C.E.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE B: Professional qualification**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>TOTAL NO. OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>P4</td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td></td>
</tr>
<tr>
<td>APPROVED GRADUATE</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
6. How many teachers are housed in the school compound?

7. What academic help do the D.E.O., district Inspectors of schools, Divisional inspector of schools, zonal assistant primary school inspector (A.P.S.I) offer your school?

8. How many times per week do you as the headteacher go in to observe classes conducted by standard 8 teachers?
9. Approximately at what frequency do you check on:—
   (a) teachers' lesson plans? _______________________
   (b) teachers' schemes of work? ___________________
   (c) pupils' record of work? _______________________

10. What do you think school inspectors should do to help improve K.C.P.E. performance in the district?

SECTION B:

Select what you think is the correct response for each question from the list of alternatives given below each question:

11. With those teachers who commute, how often do they get to school late?
   A: Always  B: Sometimes  C: Never

12. Have there been refresher courses for trained teachers since 1985?
   If YES, at what level?
   A: Zonal  B: Divisional  C: District
   D: Provincial  E: National
13. Have there been inservice courses for the untrained teachers since 1985? 

If YES, at what level?
A: Zonal  B: Divisional  C: District
D: Provincial  E: National

14. Who in your opinion do you think should provide textbooks and other instructional materials?
A: Kenya School Equipment Scheme, K.S.E.S.
B: The Government
C: Parents
D: All 3 named above

15. How often does parents' Association (P.A) chairman visit the school?
A: Monthly  B: Termly  C: Annually
D: Never at all.

SECTION C:

Read the following statements given below and indicate whether they are important for learning and they raise the performance in K.C.P.E in the division and district as a whole by selecting any of the four (4) options given below each question:
KEY:
S.A = Strongly Agree
A = Agree
D = Disagree
S.D = Strongly Disagree

16. Rate at which parents visit the school to know their children's progress, to counsel them when there are disciplinary problems e.t.c.
A: S.A  B: A  C: D  D: S.D

17. Rate at which the chairman, parents' association visits the school and hold discussions with teachers and pupils (be it separately or together).
A: S.A  B: A  C: D  D: S.D

18. Rate at which the D.E.O or any of his agents (i.e. inspectors) visit the school to identify problems which affect the school.
A: S.A  B: A  C: D  D: S.D

19. Accommodating teachers within the school compound.
A: S.A  B: A  C: D  D: S.D

20. Not transferring teachers at all.
A: S.A  B: A  C: D  D: S.D

21. Establishing a second teachers' college in the province.
A: S.A  B: A  C: D  D: S.D
KEY:
S.A = Strongly Agree
A = Agree
D = Disagree
S.D = Strongly Disagree

16. Rate at which parents visit the school to know their children's progress, to counsel them when there are disciplinary problems e.t.c.
A: S.A B: A C: D D: S.D

17. Rate at which the chairman, parents' association visits the school and hold discussions with teachers and pupils (be it separately or together).
A: S.A B: A C: D D: S.D

18. Rate at which the D.E.O or any of his agents (i.e. inspectors) visit the school to identify problems which affect the school.
A: S.A B: A C: D D: S.D

19. Accomodating teachers within the school compound.
A: S.A B: A C: D D: S.D

20. Not transferring teachers at all.
A: S.A B: A C: D D: S.D

21. Establishing a second teachers' college in the province.
A: S.A B: A C: D D: S.D
22. Offering frequent refresher courses and inservice courses to the teachers.
A: S.A  B: A  C: D  D: S.D

23. Increasing teachers' salaries.
A: S.A  B: A  C: D  D: S.D

24. Localising the teaching staff (i.e. making use of the local people as resource personnel on areas/subjects teachers are not conversant with).
A: S.A  B: A  C: D  D: S.D

25. Interferrence by outsiders on school work.
A: S.A  B: A  C: D  D: S.D

26. Setting aside extra time as an effort to help class 8 pupils to cover the syllabus in time for K.C.P.E.
A: S.A  B: A  C: D  D: S.D

27. Readiness of parents to buy books and other learning materials necessary for their children's good performance in K.C.P.E.
A: S.A  B: A  C: D  D: S.D

28. Parents' concern for their children's nutritional and health needs.
A: S.A  B: A  C: D  D: S.D

29. Parents' involvement in counselling their children for motivational purposes.
A: S.A  B: A  C: D  D: S.D
NOTE:

The researcher would also be very grateful if you would give out a factor(s)/cause(s) which you think brings about poor performance in the school but has/have not been covered in the questionnaire. Please write this/them in the space provided below.

OTHER FACTORS/CAUSES
APPENDIX IV

IV: INTERVIEWS:

These will be used to solicit information from the divisional personnel i.e. - The Assistant Education Officer (A.E.O) in charge of Kaloleni educational division, or the divisional assistant primary schools inspector.

- The secretary for K.N.U.T, Kilifi Branch
The information collected will be used to clarify certain areas which will not have been well covered by the other subjects used in the sample. The researcher intends to interview these personnel for a maximum of one hour. The researcher hopes the respondents/interviewees will be very honest when responding to the questions.

IV (a) INTERVIEW WITH A.E.O. OR THE DIVISIONAL ASSISTANT PRIMARY SCHOOL INSPECTOR

1. How many schools are there in the division?

2. How many of these schools are K.C.P.E. Schools?

3. What is the teaching labour force in the division.
4. What is the number of trained and untrained teachers on zonal basis in the division?

5. What is the criteria, if any, are used to distribute teachers?

6. Are there refresher and inservice courses, if any, organised for trained and untrained teachers on divisional or zonal basis?

7. Do we have rewarding devices in the division for either leading pupils, schools or zones?

8. What problems do you encounter in reaching and inspecting schools?

9. Do you think building a second teachers' college in the province would necessarily improve the teaching force within the district? Give reasons.

10. What can you say is the general attitude and involvement of parents in school matters in the division?

11. What factors would help to improve K.C.P.E. performance in the district?
IV (b) INTERVIEW TO BE HELD WITH THE SECRETARY FOR K.N.U.T.,
KILIFI BRANCH

1. How many teachers in the district are members of the union?

2. What problems are faced by teachers, which have reached your office, which you think can directly affect teachers' role/performance in the schools?

3. Are there any (serious) disciplinary cases your teachers are having in the district?

4. What can you say is the devotion to duty of most teachers in the district?

5. Can you say there exists a warm relation between teachers and parents (or the community at large) in the district?

6. Do you think building a second teachers' college in the province can improve the teaching force within the district? Give reasons.

7. What factors would help to improve K.C.P.E. performance in the district?