FACTORS INFLUENCING PERFORMANCE OF PUPILS ON TRANSITION FROM LOWER PRIMARY TO UPPER PRIMARY IN EKERENYO DIVISION, NYAMIRA COUNTY, KENYA

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E55 / 12509 / 2009

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (CURRICULUM STUDIES) OF KENYATTA UNIVERSITY

MAY, 2012

DECLARATION

This thesis is my original work and has not been presented for an award of a degree or programme in any other university.

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DEDICATION

This work is dedicated to my dear wife Jane and children, Sarah, Daniel, Annah and David who gave me a lot of support, inspiration and encouragement at the time when it was most desired, and to my loving mother and father who initially founded me on the very path l am treading today.

ACKNOWLEDGEMENT

This work would not have been successful without the input and encouragement from very special individuals. My special appreciation and gratitude go to Dr. Orodho John Aluko, Dr. ItolondoWilfridah. and Dr. Malusu Joseph, who accepted readily to be my supervisors, guided me with patience, forbearance and encouragement throughout the period of shaping this work. Their inputs and sacrifices of their valuable time were immeasurable.

Thanks to the Chairman, Department of Educational Management, Policy and Curriculum Studies and to the Dean, School of Education, for the assistance offered to me during the preparation of the work. Mr. A. D. Bojana deserves gratitude for editing the final work.

My gratitude goes to Mr. Nyakondo and Dr. Gechuki, both of University of Nairobi, Chiromo Campus for their heartfelt encouragement and inspiration during undergraduate which gave me a thought of making a further step on the educational ladder.

I convey my sincere gratitude to my wife Jane, brothers and sisters who were an ever present help both morally and financially, and my children who also motivated me to work through the trying periods of time and absence from home.

To all, may our loving God bless you abundantly.

TABLE OF CONTENTS

V

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

APPENDICES

LIST OF TABLES

LIST OF FIGURES   **PAGE**

ABBREVIATIONS   AND   ACRONYMS

B A	Bachelor of Arts
B. Ed	Bachelor of Education
DCAT	Divisional Continuous Assessment Test
DICAT	District Continuous Assessment Test
E C E C	Early Childhood Education Curriculum
G D P	Gross Domestic Product
K C E	Kenya Certificate of Education
K C P E	Kenya Certificate of Primary Education
K C S E	Kenya Certificate of Secondary Examination
K J S E	Kenya Junior Secondary Examination
M S S	Mean Standard Score
O E C D	Organization for Economic co-operation and Development.
P1	Primary Teacher One
P2	Primary Teacher Two
PGDE	Post Graduate Diploma of Education
QASO	Quality Assurance and Standards Officer
S1	Secondary Teacher One

S P S S   Statistical   Package   for Social Sciences

TV   Television

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

ZCAT   Zonal Continuous Assessment Test

ABSTRACT

The purpose of the study was to investigate into the factors influencing the performance of pupils on transition from lower to upper primary in public schools in Ekerenyo Division. The objectives of the study were: to determine teacher related factors influencing performance of pupils on transition from lower primary to upper primary in public schools in Ekerenyo Division, to find out school-based factors influencing performance of pupils on transition from lower to upper primary in public schools in Ekerenyo Division and to identify home-based factors influencing performance of pupils on transition from lower to upper primary in Ekerenyo Division. The research design was survey. The study was carried out at Ekerenyo Division in Nyamira County because available data showed that there was low performance in upper primary than in lower primary, hence there was need to find the reasons for it. The target population was all teachers and education officers in the division from which a sample size 109 respondents were obtained, that is, 90 teachers, 15 Head teachers and four QASOs. Questionnaires were used to   collect data from teachers who were sampled, interview schedules were used to interview head teachers, checklist guide for recording observations made in each school visited, interview schedule for education officers (QASOs) and lesson observation guide for collecting data on the real conditions in the sampled schools. Instruments were piloted in the Division to determine validity and using test re-test technique to ascertain its reliability. Quantitative data from questionnaires were analyzed using Statistical Package for Social Sciences (SPSS). Qualitative data from interview and observation schedules were analyzed thematically. The findings of the study were presented in tables, figures and diagrams. The findings of the study revealed that home-based factors such as poverty, drug abuse, language barrier, parent involvement and HIV and AIDS. The school-based factors such as teaching and learning resources, syllabus coverage, lack of enough text books, teaching and learning strategies, poor attitude and understaffing negatively influence the performance of pupils on transition. It was concluded that although teaching and learning activities were taking place, many pupils got low marks due to many factors which were majorly hindering performance and transition of pupils to other levels of learning. Most of the factors are as a result of stakeholders' roles not being sufficiently or correctly carried out at the right time. The researcher made recommendations to various categories of stakeholders: parents are to provide basic needs and monitor their children's education, teachers to use the appropriate teaching and

learning strategies and cover syllabus for each level and the government to recruit more teachers.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter describes the background of the study, statement of the problem, the purpose and objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, theoretical framework, conceptual framework and the definitions of terms.

1.2 Background to the Study

There are many educational levels through which a child or learner moves. Each time he/she moves from one level to the other, transition occurs. Transitions start right from pre-school to early schooling which in some regions start as early as age three or four. Early Childhood Education poses new experiences (such as learning new things, being in a new environment) as well as challenges (such as coping with new friends and environment) to the learners at this level. When these learners move to standard one, which is another level, they are faced with another set of new but different experiences. For instance in early childhood classes, learning activities are different, their classes or normally guided learning activities end at eleven o'clock according to their syllabus but as they join lower primary, that is, standard one, they stay in class until 12.40 p.m. United

Nations Educational, Scientific and Cultural Organization, UNESCO (2004) policy brief on early childhood states that the aims of early childhood education curriculum must be broad and contributive to the child's overall development as well as to their later success in school. The policy implies that the curriculum for early childhood education should be broad and provide for the overall development and successful learning. Experiences the children receive in their early years in school help them to undergo successful transitions in different levels of education and curriculum.

Another very important transition in educational continuum for learners or children in their early years is from lower primary to upper primary. At this level, the child encounters new challenges, if they were not prepared well. For instance, in lower primary, pupils interact with only one teacher, whom they own and none other is like him or her. As Johnson (2003) says, the basic understanding of transition is that it is the process of change that may require substantial preparation, planning and adjustment. Transition as a process of change requires preparation. To 'prepare' refers to making 'ready'. The teacher has a role in preparing the learner for a successful transition.

Leinhardt (1989) and Westermann (1991) point out that teachers use knowledge about their children in classrooms – their backgrounds, strengths, and weaknesses to create lessons that connect new subject matter to pupils' experiences. This means that the teachers must have an understanding of the content to be able to guide the learner through. Teachers use this knowledge to adapt their teaching to accommodate pupils who learn in different ways. Leinhardt and Westermann further add that expert teachers know

and recognize pupils experiencing difficulties, diagnose sources of problems in their learning and identify strengths on which to build. The teachers, who know their learners, provide for teaching and learning experiences and strategies that are suitable for the learners without compromising content as outlined in the syllabus or curriculum for the level of learners. Burrell and Bubb (2000) say that the start of primary schooling had been perceived as one of the most important transitions in a child's life and a major challenge of early school. Initial success at school both socially and intellectually leads to a virtuous cycle of achievement while Ghaye and Pascal (1989) add that this can be a critical factor in determining children's adjustment to the demands of the school environment and future progress. This implies that all that surrounds the child should be conducive to his / her learning experiences. The environment of the child includes the parents who occupy the very first place of making the child emotionally ready, at home, to join school. Without prior preparation, planning and adjustment, the learners who perform very well in lower primary, do very poorly or relatively poorer in their first examination in standard four and may continue to get low grades unless there is an intervention to correct the situation. The intention of the study was to find out factors that influenced performance of pupils on transition from lower to upper primary level in Ekerenyo Division.

Table 1.1 shows the average marks of pupils in Ekerenyo and Nyaramba from standard one to eight, for four years. The results in the table indicate that pupils score high marks in lower than in upper primary. This implies that as the pupils advance to upper primary, there are some factors that influence their performance in education and it was upon

finding out the factors of low performance and remedying them accordingly that the trend should change.

Table 1.1: Pupils' performance in two zones in Ekerenyo Division.

Zone	Class	2006	2008	2009	2010
Nyaramba	1.	364.07	417.17	410.70 (ZCAT)	643.10
	2.	390.79	395.05	394.58	657.94
	3.	372.74	370.16	340.28	643.21
	4.	209.00	222.06	227.90 (DCAT)	229.17
	5.	207.92	217.10	218.00	246.08
	6.	221.83	214.51	238.73	258.46
	7.	218.03	230.17	216.49(DICAT)	213.44
	8.	232.56	224.13	229.75	252.25
Ekerenyo	1.	550.18	572.79	565.67 (ZCAT)	582.45
	2.	501.80	548.58	584.67	625.88
	3.	547.66	550.04	557.77	592.68
	4.	231.07	227.20	243.39 (DCAT)	242.50
	5.	225.36	226.79	236.41	241.17
	6.	237.07	229.14	224.56	244.49
	7.	220.84	200.10	242.47(DICAT)	213.81
	8.	238.28	255.12	245.03	249.69

Source: Zonal / Divisional mark lists at school (2006, 2008, 2009 and 2010)

The standard three pupils' performance lowers as they enter standard four compared to performance in standard one, two or three (lower primary) indicating that there is a significant impact on transition. Plans to support transition should begin as early as in class one to create an environment that promotes confident transition from lower primary school classroom to upper primary school classroom. Teachers should ensure they induct the pupils, that is, they should typically provide a variety of programmes intended to orientate pupils to the expectations and operations of the school. The programmes should also provide support for learning and the social and personal aspects of transition.

From the academic or instructionist perspective, the child was dependent on adult instruction in academic knowledge and skills necessary for a good start for later academic achievement (Katz, 1996). According to Katz, a learner depends on an adult for academic knowledge and skills, and if the instruction is given with a good start, the learner has good academic achievements. The adult is the teacher or any other person who has knowledge of the content to be learned (instruction).

There should be a constant consultation between various stakeholders in respect to pupil performance to help eliminate the sharp drop in standard four. Margetts (2000) notes that transition programmes should be based on a philosophy that children's adjustment to school is easier when children are familiar with the situations, parents are informed about the new school and teachers have information about children's development and previous experiences. Certain continuities should be aimed at such as continuity of peers, of

expectations between settings (including teacher and child behaviors) and of programming for children's learning.

The table 1.1 presented on page 4, shows that there are factors influencing performance of pupils on transition from lower to upper primary level in Ekerenyo Division. However, the factors influencing low performance in upper primary level are not known. This study intended to find out the factors influencing performance of pupils on transition from lower to upper primary level in Ekerenyo Division.

1.3 Statement of the Problem

Education has been accepted as a basic human right that is to be provided to all children or citizens of a country (UNESCO, 2004). According to UNESCO educational opportunities should be offered to every child in all countries. The government of Kenya has made an effort to make education accessible to all and improve the quality of education at all levels by revising the curriculum, availing teaching and learning resources and recruiting and staffing of qualified teachers. Despite these efforts, there are still factors affecting performance at lower primary and upper primary levels. Poor performance of a learner at one level leads to poor transition from one educational level to another. For instance, a learner who at standard three obtains very low marks, say below 20% in all subjects, if moved (transits) to standard four, is likely to continue performing poorly in academic programmes because the child did not master the content in the previous class.

In Ekerenyo Division, upper primary pupils do poorly in their examinations than pupils in lower primary as depicted by the tables from the two zones (table 1.1). The high performance in lower primary and sudden drop in performance in upper primary raised concern for the study. The researcher was to find out what factors were influencing performance from lower to upper primary level, in public schools in Ekerenyo Division.

1.4 Purpose of the Study

The purpose of this study was to investigate into factors influencing performance of pupils on transition from lower to upper primary level in Ekerenyo Division in Nyamira County, Kenya. It is also to propose ways to improve pupils' performance and hence pupils' transition from lower primary to upper primary.

1.5 Objectives of the Study

The objectives of the study were to:

i. Determine teacher related factors influencing performance of pupils on transition from lower primary to upper primary in public schools in Ekerenyo Division.

ii. Find out school-based factors influencing performance of pupils on transition from lower to upper primary in public schools in Ekerenyo Division.

iii. Identify home-based factors influencing performance of pupils on transition from lower to upper primary in Ekerenyo Division.

1.6 **Research Questions**

The following were the research questions for the study:

i. Which teacher related factors influence the performance of pupils on transition from lower primary to upper primary in Ekerenyo Division?

18

ii.   Which school-based factors influence the performance of pupils on transition from lower to upper primary, in public schools in Ekerenyo Division?

iii. Which home-based factors influence the performance of pupils on transition from lower to upper primary in Ekerenyo Division?

1.7 Significance of the Study

The study would motivate the policy-makers to re-assess the existing curriculum in relation to the performance of pupils on transition from lower to upper primary, in public primary schools, with a view to making appropriate adjustments in order to be relevant to the needs of pupils. The findings of the study would encourage the teachers to re-examine their teaching and learning strategies and improve them where it is relevant. The parents, teachers and members of the community would be enlightened through this study about their roles in improving the performance of pupils on transition from lower to upper primary, in public primary schools in Ekerenyo Division.

1.8 Limitations of the Study

The study covered only Ekerenyo Division because it was convenient to obtain the required data, the limited time available and financial constraints. The study covered pupil transition from lower to upper primary based on performance. It did not cover performance of individual pupils on transition from lower to upper primary but used mean standard score; some pupils drop out before going through lower or upper primary level and require a lot of time and space which are scarce. The study only covered factors

influencing the performance of pupils on transition from lower to upper primary and not the transition rates.

1.9 Delimitation of the Study

The study covered public schools, the performance of pupils from lower and upper primary and general transition through different levels of primary education as in school records since 2006 to 2010.

1.10 Assumptions of the Study

The following assumptions were on the study:

i)   All schools in Ekerenyo Division were adequately staffed and any one of them had an equal chance of being sampled.

ii) All schools in the study used the same curriculum documents.

iii) All respondents are mature and responsible and would give correct data of situation at Ekerenyo Division.

1.11 Theoretical Framework

This study was guided by the Classical Liberal Theory. The Classical Liberal Theory asserts that every person is born with a given amount of capacity and abilities. According to this theory, educational systems should be designed with a view to

removing barriers of any nature, such as economic, gender, geographic, that prevent individuals from developing their inborn talents, which enable them to social promotion (Sherman & Wood, 1982). Horace Mann (1796- 1889), who was a liberal progressivist, termed education as "the great equalizer of opportunity and chance", which enhances life chances of those born into humble circumstances. This theory calls for further going through education at different levels from primary to secondary levels to which access would be determined on the basis of an individual's merit and not on social backgrounds. According to this theory, educational opportunities should be availed to all such that accessing it to be according to one's desire and motivation and not a few individuals are allowed to receive it. Thus the U.N declared education as a basic right and should be made available for all.

The introduction of free primary education in Kenya by the government in 2003 increased educational opportunities of over 3 million children in primary schools. This was a positive move made by the government to alleviate barriers of social injustices to equity in education for all citizens. The Classical Liberal Theory was relevant for this study because it emphasizes on the need for removing barriers to educational opportunities. It is true that each learner has his/ her own capacity. The talents or capacities can be developed through educational opportunities that are offered. Equitable distribution of educational resources and facilities enhances pupil's good performance and this eventually serves as an incentive for transition from one educational level to another. The home-based factors such as poverty, gender bias, cultural beliefs, attitudes of the learner and parent's on education and school-based factors such as rules,

curriculum, teachers, and instructional resources affect pupil performance and transition from one level to another. Children who go to school from poor families lack even very basic needs for schooling like a pen, school uniform and other writing materials. They also lack food or suffer from malnutrition and this leads to infection of nutritional diseases. Such pupils are not able to concentrate in class and their performance will be low and even much lower as they become more aware of their state as they grow.

When school-based issues come in such as inadequate staffing, lack of teaching and learning resources, inappropriate teaching and learning strategies, performance of pupils continue to be poor. Such are the barriers that need to be dealt with, some at school level for instance, maintaining discipline, provision and utilization of available resources while some require solutions at family level for instance, provision of basic materials to children such as food and clothing including school uniform and other requirements. Teaching and learning experiences should be geared towards developing the learners' capacities to solve problems within their environments and societies later in life.

1.12 **Conceptual Framework**

Figure 1.1 Factors influencing performance of pupils thus leading to transition from one educational level to another.

Teacher based factors
- Academic and professional qualification
- Teaching and learning strategies
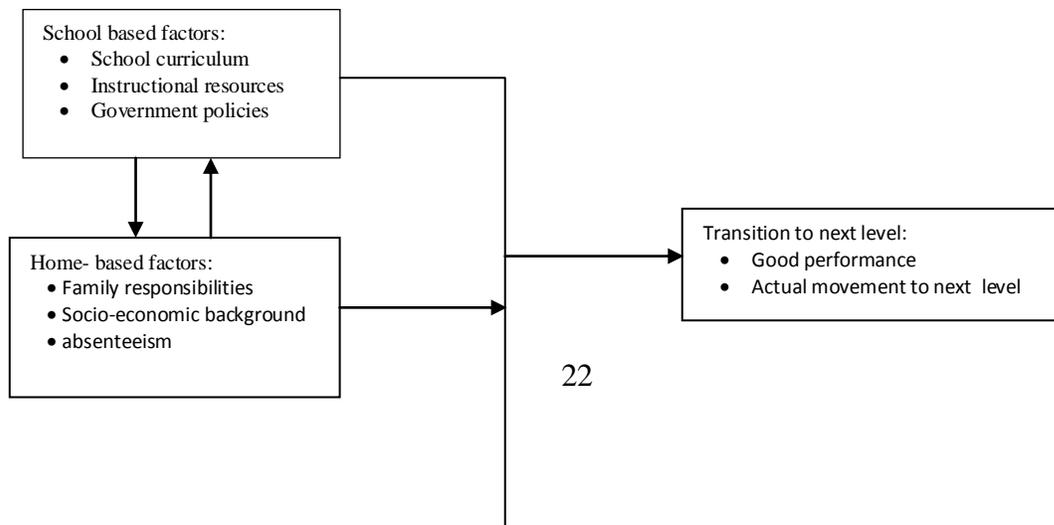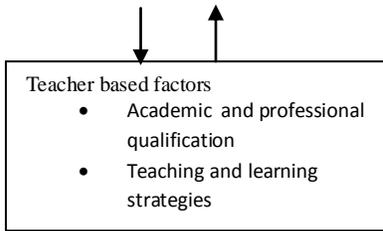
Independent Variables   **Dependent Variables**

Source: Adapted from Johnson (2003)

The independent variables were school-based factors such as curriculum and government policies, teaching and learning materials, staffing, instructional resources and home-based factors such as attitude of learners and parents, socio-economic background and age of the learner influence the dependent variables such as good performance of the learner leading to the attainment of a given level of educational achievement which will in turn influence transition from one educational level to the next. The categories of factors in figure 1.1 are inter-dependent on each other, that is, the nature of curriculum in one way or the other directly affects the learner and eventually influences his/ her performance and transition to the next level of education. The home-based factors affect school-based factors and influence learner's characteristics which directly influence one's educational outcomes and transition to next educational level.

1.13 Operational Definitions of Terms

Curriculum: Refers to all the selected, organized, integrative, evaluative and innovative learning experiences provided to conscious or unconscious learner under the school authority in order to achieve learning outcomes.

Knowledge: Facts, explanation, principles and definitions.

Lower primary: This refers to standard one to standard three.

Preparation: Making ready.

Pre-school: Before admission to formal schooling

Skill: Refers to acquisition of ability to: read, write, calculate, dance, Critical thinking, communicate and so on.

Stakeholders: Refer to teachers, parents and the school administration as a whole, including those interested in learners' education.

Transition: The term refers to the progression from one level of education to another, the movement of pupils from one class to the next.

Upper primary: Refers to standard four to standard eight.

Values: Beliefs about matters conceived as good or bad, right or

wrong, beautiful or ugly.

Variables: A characteristic or condition that changes or has different

values for different individual

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviews literature on teacher related factors, school-based factors, home-based factors and the summary of the chapter.

2.2 Teacher related Factors Influencing Performance of Pupils

The teacher related factors examined in this section are academic and professional qualifications, and teaching and learning strategies.

2.2.1 Teacher's Academic and Professional Qualifications

Teaching involves sharing of knowledge between a teacher and a learner. The teacher co-ordinates the teaching and learning process through appropriate teaching and learning activities. To be able to co-ordinate the learning process, the teacher must have the right skills and masterly of the content for the correct level of learners and at the stipulated time as outlined in the curriculum, that is, the school syllabus. The teacher's level of formal education is very important as this determines the quality of work he/she has to do. A teacher who is well-qualified academically is deemed to be knowledgeable and expected to guide his/ her learners well during teaching and learning activities. On the other hand, professional knowledge provides teachers with the necessary skills and etiquette necessary for his/ her day-to-day teaching and learning activities. According to Ndegwa (2005) teachers who were professionally qualified were favorable to child-

centered teaching methods. This implies that teachers who are professionally qualified use child-centered techniques and these are techniques whereby the learner is the one who is actively involved such as discovery method. Kingshorn et al. (2004) point out that theoretical training should be enforced with practical training to increase the teacher's confidence. It is necessary for all teachers to have academic and professional qualifications.

2.2.2 Teaching and Learning Strategies

Teaching is an art that requires those who have the ability, skill, knowledge and the interest which would act as the spring board for success to be realized. Orlich et al., (2001) state that teacher artistry does not just happen, teachers develop their art by using carefully planned fine-tuned lessons that reflect on an understanding of many different teaching strategies. Each teaching technique is skillfully applied to gain the desired intellectual, social, affective or kinesthetic skills. The best teachers know their tools of the craft, when and how to use them. Teachers' main tools are: schemes of work, lesson plans, progress records, teaching and learning resources and appropriate teaching and learning strategies. Teachers develop artistry by being aware of both what they are doing and how what they do affects their learners. This means that teachers must know their learners as individuals, know their abilities and weaknesses so that they may plan various learning activities that the learners would be able to deal with for maximum achievement in the learning process.

Teachers should constantly be aware that what they do affect the intellectual, attitudinal and psychomotor skills of their learners. The strategies that they plan to use in a learning environment should cover those three major faculties for any meaningful learning to take place. A well-selected strategy would help the learners to remember the learnt content for a long time. Dale (1969) says that helping students to remember is one of the problems of teaching and learning. Certainly, every teacher often asks 'why don't my students remember what l teach them?' and a pupil will search his/her mind for lost information and ideas that he/she thought he/she had learned. This implies that some strategies do not help the learner to remember what he/ she had learned for a long time. On this note, Kenya Educational Commission Report (1964) blames the drill method of teaching, neglect of activity and pupil participation. The commission advocates for activity-oriented methods which help the learner to learn more and sustains his/ her interest throughout the learning session. National Commission on Educational and Policies (1976) points out that the basic requirement of making education relevant to day-to-day problems and enabling the students to observe phenomena of the environment is to gather data about them, interpret the data and use them to solve problems. This is the whole essence of an appropriate teaching and learning strategy when it is correctly used. Some of the strategies that may be used are: inquiry approach, field trips, resource persons, discussions, dramatization, story-telling, lecture, question and answer, demonstration, group work, explanation and experimentation. Leinhardt (1989) and Westermann (1991) argue that expert teachers know and recognize pupils experiencing difficulties diagnose sources of problems in their learning and identify strengths on which to build. Teachers

should use the experiences their learners are undergoing to lead them to the new learning experiences they are about to introduce to them.

2.3 School-based Factors Influencing Performance of Pupils

In this section, the researcher reviews: teaching and learning resources, school curriculum and government policies and education.

2.3.1 Government Policies and Education

The type of government in power at a given time or period influences the type of education to be adopted and hence the type of educational curriculum to be developed for learners. World Bank (2007) notes that universal enrollment clearly takes a political will, no country has achieved 100% enrollment without the government's commitment from initial position of low enrollment levels, has achieved its goal overnight. Prior to the Second World War, it may have been that the greatest barrier to universal global education was political will. Since then, the greatest barrier has become time, the time to take to expand demand fast enough to achieve the Millennium Development Goals of universal primary completion by 2015, but still at a historical unprecedented pace. The time for ensuring universal access to quality education may be long.

During the sputnik, 1957, Russians sent their first machine into space and successfully brought it back to Earth. This instigated the American government to assess their teaching of science, mathematics and engineering and promised that by 1960, they would put their first machine in space in the next ten years. The invention of the Russians was a

positive challenge to the American government to re-examine the scope and teaching and learning strategies in mathematics and science in order to realize their objective of putting into space their own machine. To achieve the objective, the government invested a lot of money in research. This action shows the role of governments in initiating innovations in education for national development.

Sandi (1997) notes that the extent to which educational change is driven by 'external', economic and social factors, and 'internal', specific education factors, is due to the lack of in-depth policy analysis and research which remains an open question and varies from country to country. Nevertheless, one important aspect of transition in Central Eastern European countries is the interdependence between economic and structural reforms on one side and reforms of public services on the other side.

UNESCO, Education For All global monitoring Report (2007) emphasizes the importance of the intensive early childhood educational intervention as the most effective vehicle for securing sustainable educational success and for eroding the disadvantages of poverty, marginalization and the impact on parents with poor educational backgrounds. The government selects educational content, suggests teaching and learning strategies, objectives and lays policies to guide those who disseminate and implement the educational curriculum.

Bock (1981) in his analysis says that the educational structure does not tend to legitimate persons, knowledge and system ideology but it always takes place within the political

context of struggle between rival interest groups. Nyerere (1967) asserts that education, that is provided, must encourage the development in each learner three things: an enquiring mind, an ability to learn from what others do, and reject or adapt it to his/ her needs and a basic confidence in his/ her own position as a free and equal member of society, who values others and is valued by them for what he/ she does and not what he/ she obtains. According to Nyerere, education should develop mental capacities of a learner to be able to find solutions to his/ her problems. Education should foster unity and love so that there is some interdependence, to learn from others and make a positive contribution to the society.

In 1976, National Committee on Educational Objectives and Policies was set by the government to evaluate the education system that was in place, formulate a programme that would make education a more potent instrument of social and economic advance given the needs and goals of African societies and economies. The committee found no rationale for unequal distribution of schools among Kenyan provinces for that delayed social improvement of lives of people in the country. The committee recommended for an equal distribution of educational facilities and educational opportunities to all provinces in Kenya. The NCEOP also recommended that the system of education to change from 7-4-2-3 (7 years of primary education, 4 years of secondary education, 2 years high school and 3 years of university education) to 9-4-2-3 (9 years of primary education, 4 years of secondary education, 2 years of high school and 3 years of university education), but the recommendation was not implemented. However, in 1981, Presidential Working Party (Mackay Report), recommended, among others, that the education system should be

changed from 7-4-2-3 to 8-4-4 (8 years of primary education, 4 years of secondary education and 4 years of university education). The 8-4-4 system of education was implemented as recommended by Mackay Report based on the argument that it will offer the learners cognitive skills, vocational skills and technical skills that were necessary for self-reliance. The recommendation was implemented even though innovations have been made to make education more relevant to the needs of learners and the ever changing society.

The committees and commissions that have been formed previously to look into some aspects of education, show how the government has been committed into the search for relevant education that will satisfy the needs of the learners and the society. It is the government that: formulates educational policies; designs, develops and implements the curriculum; supervises delivery of the curriculum and evaluates the curriculum of education. All these activities are carried out by various agencies assigned by the government and the activities are geared towards improving the quality of education. Education cannot be separated from political governments in place. Education empowers people to live better lives free from disease, poverty and insecurity. However, education can only be offered by an educational system that allows easy transition of learners from one level to another and hence enhancing successful completion. Educational content at a given level of education should be linked to that of preceding level, that is, a higher concept is rooted in the lower concept. This leads to smooth transition from one level to another and fosters the learner's interest in what is being learnt.

2.3.2 Teaching and Learning Resources

According to Kirisikoi, Wachira and Malusu (2008), teaching and learning resources are all materials and equipment used to enhance effective learning. A teacher selects, develops and reorganizes teaching and learning resources for effective teaching. A teacher is, therefore, the most important teaching and learning resource.

Kiruhi, Githua and Mboroki (2009) contend that: the systematic design and selection of learning resources pre-supposes two important criteria, namely:

a) That learning resources are appropriate for the purpose and group for which they are intended.

b) That they are evaluated to make sure they work effectively.

The teaching and learning resources make a learning environment more realistic and interesting. Resources foster understanding of the content being learned. The teaching and learning resources therefore, enhance pupil performance and hence the transition from one educational level to another, less difficult. Mbithi (2007) says that just as well trained personnel are important for the success of schools, so are equipment and supplies. An educational curriculum will be meaningless without teaching and learning materials such as textbooks, chalk, visual aids, maps, charts and other supplies. Improving quality of education should be a priority even where enrollment has not reached universal levels.

Filmer, Hassan and Prichett (2006) note that PROGRESA, an education scheme in Mexico, improved attendance but did not improve school quality, which was low in many schools. Forty percent of fifteen-year old Mexican students fail an internationally comparable reading test passed by all but five percent of students in the average OECD

country. The global policy agenda for primary education should no longer be more schools or more learners but quality teaching.

The size has a profound influence on performance in that a class with many learners tends to do poorly than a class with few learners. Achilles (1996) qualifies this point by saying that classes with smaller number of students perform better because there's increased teacher attention, smaller intervention of disruptions and increased opportunity for student participation. Fergusion (1990) reports similar findings in Texas; classes enrolling more than 18 students are associated with lower reading and math scores for grade one to seven.

The head teacher has a role of creating a conducive atmosphere in the school to enhance the contributions of everyone (Republic of Kenya, 1999). On the same point, Mbithi (2007) observes that a poor education administrator can limit or even wreck the most ambitious and progressive design of an institution. The way the learning environment is organized, in a logistical structure of a school is represented in the timetable, in procedures for groups of students and any system designed to facilitate sharing of space, resources and time so as to minimize potential conflict (Derricott, 1985).

According to Derricott, the timetable shows the school structure and eliminates conflict between those discharging various duties as they share space, resources and time. Time, for instance, is a very important resource that has to be shared and apportioned appropriately to ensure its maximum utilization in the execution of educational services.

Teaching and learning resources make learning real, practical and improve the student's understanding of the content being taught. If the learners are able to understand the content they will perform well, hence, the purpose of education is attained. The learner transits more easily from one educational level to another level. There should be constant consultation between various stakeholders in respect to the provision of teaching and learning resources, to ensuring that the resources are available.

2.3.3 School Curriculum

A school curriculum has been variously defined by different educators. Kirisikoi, F., Wachira, L. and Malusu, J. (2008) define school curriculum as all that is planned to be taught and learnt in a set learning environment, including the time taken. The environment could be set indoors or outdoors. They add that curriculum includes all the learning experiences planned or unplanned for the learners to acquire and develop the desired knowledge, attitudes, values and skills. They continue to say that a school curriculum is made up of the following elements:

    i.   Objectives.

    ii.   Learning experiences/ activities.

    iii.   Content/ subject matter.

    iv.   Evaluation/ assessment procedure.

Shiundu, J. S., and Omulando, J. S (1992) notes that curriculum is Latin word, "curere", meaning to run a course. Therefore, curriculum represents a course of subjects covered by students and for which they receive a certificate at end of it.

From the definitions, we note that a school curriculum is a means through which educational goals are achieved. It specifies what should be taught, when it should be taught, who should be taught, how it should be taught, how it should be evaluated and how much time should be taken to teach, learn and evaluate. It is through the school curriculum that the desired values, knowledge, skills and attitudes are acquired and developed for the benefit of the individual and the society. A good curriculum should meet the needs of the learner and his/ her society.

Bennaars and Njoroge (1986) define education as the inter-subjective process of learning to be a self-reliant person in society. Langeveld (1979:35) describes it as "a form of social intercourse or association between adults and children, aiming at influencing the child to come of age". Bennaars (1998) agrees with this definition and argues that, it has universal validity because of its concern with conditions of educating. The conditions are:

- Pedagogical understanding: education is seen as a social concern where the adults care for the children until they are of age.

- Pedagogical intention: education must aim at the learner coming of age; becoming an adult, fully developed person who is independent, self-determined and self-reliant within a given social context.

- Pedagogical atmosphere: The educator must keep in mind the future of the learner which is defined in terms of adulthood autonomy and self-reliance.

- Pedagogical relation: Although the learner is educated under the constant guidance and care (or influence) of the adult, the relation between learners and adults must remain evident.

36

Education structure is offered at different levels. Transition takes place when one moves from one level to another. Transition is developmental, that is, a life-long experience. It begins at birth, from home to school, from pre-school to kindergarten or 1st grade, from elementary grades to middle school, from middle school to junior/senior high school and from senior high school to adulthood. (Johnson, 2003). These are a few examples of transitions.

A study of Danish education system indicated that it is easy for young people who have started one route through education and training system to change their minds and start again or to add another qualification to the ones they already have. The easy transitions from one educational level to another in Denmark are founded on the Danes practically invented lifelong education (OECD, 1998). This means that a school should be flexible and should be reviewed from time to time to allow new knowledge and skills.

A study in Hungarian education, improving quality of education and striving against mounting inequalities are major challenges for all types of education. Some of the contributors that pose challenges to quality and equity particularly within schooling are the present demographic trends that are heightening competition between schools. The competition leads to some schools selecting their students from a wider ability or academic achievement range and offering a broader curriculum suited to the needs of a wider range of students. This trend is important in improving the possibilities for students to move between pathways and is a positive contribution to educational quality and to equity. The earlier competitive selection, before 8th grade, as a means of 'capturing' the

more able students at an earlier age is likely to increase inequality by attenuating streaming within Hungarian schooling. Teachers' salaries are very low in Hungary. This has adverse effects on the motivation of teachers and reduces possibility of attracting good people into the teaching profession. The low pay is also a disincentive for teachers to seek second jobs, which often consume time and energy that might be devoted to improving quality teaching. There are many smaller and isolated schools which have limited facilities and equipment, and difficulty in offering a broad range of subjects to meet students' different interests and talents. The rise of the private educational sector has implications for educational quality and equity. They appear to fill gaps the public sector has failed to fill but deny opportunities for learning, those who are not able to pay fees. These are examples of challenges that impact on educational transition in Hungary (OECD, 1996).

2.4 Home-based Factors Influencing Performance of Pupils

Nasibi (2003) describes socially and economically disadvantaged as children from poor families. They consist of slow learners, average and the talented. Nasibi contends that the teacher has to be aware of their home backgrounds. The teacher should use a simple language, provide opportunities, relate the course content to their lives and interests, and motivate them while teaching by showing the worthiness and practical value of the subject matter being taught. This was possible if learner's experience was the starting point.

Becker (1964) argued that education was referred to as an economic good because it was used for consumption and investment. On the same note, Schultz (1981) found that education of children is an investment in human capital. In other words, what Becker and Schultz were saying was that when people spend money for educational services, they were investing in the learners and the acquisition of skills, knowledge and values which were used in beneficial activities. The investors hope to see progression through various levels.

Arnold (1993) notes that parent's decision to take their children to school was influenced by the costs of educating their children and by the perceived benefits of education. So people can be willing to pay highly for good educational programmes or institutions whose educational outcomes (perceived benefits) are high. To such parents, the cost of education is not a problem as long as they are able to pay for it. The parents who do not value the benefits of education, the cost involves becomes an issue even when they can afford it.

Kundu and Bose (1986) said that the child's language development was influenced to a great extent by his home environment. The child hailing from a lower socio-economic background will be restricted in the use of language. This might be because the child does not spend adequate time with their parents. The child was also restricted in their social contacts.

Education makes a two-pronged attack on society-social control and social change. By transmitting to the individual the ideas and ways of the group, education was an important agency of a social control which is an influence exerted by society upon its members for the purpose of maintaining the solidarity of the group. While education preserves, transmits and stimulates the wholesome culture, the society also, according to its changing conditions, expects the school to review and plan its work according to the demand aspirations of the changing society.

The whole planning of the school, including the curriculum should reflect the changes in social values, norms and patterns. Kombo (2005) points out that there was a definite relationship between educational attainment and the socio-economic background of the families including the level of education of both parents. Lack of finances for meeting educational needs may hinder transition of pupils from one level to   another.

As Clemens (2004) cites neither proximity to a school nor public education spending has a significant influence on decisions to enroll children in school in developing countries, which are determined considerably more by parental income and education level. According to Clemens, the major factor that determines whether the child would learn is the economic status of parents. The government may subsidize the cost of educational programmes, or even offer educational programmes without any payment, but if the parents have low income, they may not enroll their children in school. In other words, some parents may not enroll their children in school to receive education, simply because they do not feel that education is of any importance to the children. Some parents may

not enroll their children in schools, because the children are assisting them to do household chores. The children are used as sources of cheap labor instead of hiring or employing people to do the work. Children are denied access to education through wrong decisions made by their parents. The perceptions, practices and attitudes held by the society in which the child is brought up play a significant role on whether the child will enroll in school or not. Transition from one level to another may be affected by poverty which leads to a learner lacking basic needs such as clothing, food and shelter, attitudes held by learners and parents/ guardians.

2.5 Summary

From the foregoing discussion, we have noted that teachers co-ordinate teaching and learning activities. It is therefore important for teachers to be academically and professionally qualified. He/ she should possess the knowledge, skills and values required for meaningful day-to-day teaching and learning activities. Academic qualification provides the teacher with the knowledge for teaching while professional qualifications provide a prospective teacher with skills through training. Professionally qualified should use appropriate and a variety of teaching and learning strategies. Research and catastrophic events generate new knowledge, skills and attitudes. In teaching and learning environments, new teaching techniques were being generated due to changes in technology. The learner's environment was also changing. These changes call for in-services courses or workshops for teachers.

School-based factors such as government policies, teaching and learning resources, a school curriculum play a significant role in influencing the pupils' performance. For instance, government policies influence the performance of pupils either positively or negatively. The government provides grants to schools for acquiring basic teaching and resources such as textbooks, exercise books, pens and pieces of chalk but the grants take a long time before they are released to schools. Teaching and learning resources are essential for enhancing learning activities and relating content with real day-to-day practical situations that they encounter and hence well placed to apply skills and knowledge learnt in solving their problems. This means the curriculum should be relevant to the needs of the learner and the society in which he/she lives.

Home-based factors such as household chores, family income and parent's involvement in the learner's education are some the issues that pose challenges to learners. Some keep their children at home for lacking basic needs or some children are subjected into child labor to earn the family some money for their needs. Some parents do not see any need for their children to go to school because they do not attach any meaning to education.

The studies that have been presented emphasize on factors that are ideal for an educational institution or setting, which might be real to a limited level or unreal for a large number of settings. The performance of pupils at Ekerenyo Division is not impressive due to declining marks as learners move from one level to another. The real factors that are affecting performance and hence smooth transition have not been established. There's need for an in-depth study to find out the factors influencing the performance of pupils on transition from one level to another. This is, therefore, the main

purpose of this study: To find out factors influencing performance of pupils on transition from lower to upper primary level in Ekerenyo Division, Nyamira North District.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

Research methodology refers to the various strategies or methods that the researcher employs to get information (data) in relation to the study. This chapter highlights the following: research design and locale, target population and sampling, research instrument, data collection and data analysis.

3.2 Research Design

The researcher used survey design for the study. It is a method of collecting information by interviewing, observing or administering a questionnaire. According to Orodho (2009), a sample survey involves the selection of a subset of the population, called a sample, to be measured. The survey design was more suitable because it was to: help in describing the nature of the existing conditions, identify the standards against which existing conditions can be compared and determine relationships that exist between specific events. The design was used by the study to establish whether there were factors that were influencing performance of pupils from lower to upper primary. The method was also more preferable because of its cost effectiveness in terms of time as data were collected within the stipulated period.

3.3 Locale of the Study

The study was carried out at Ekerenyo Division, in Nyamira North District, Nyamira County. Nyamira North District has two educational divisions, that is; Ekerenyo Division

(southern part) and Nyamusi Division (northern part). Nyamira North District lies in the northern part of the larger Gusii land. Some schools are near the two major urban centres, that is, Nyaramba and Ekerenyo whereas others are far from the influence of urban centres. The transport means in the region is the road, which consists of one tarmac road and a few feeder roads which are impassable during rainy seasons. The main economic occupation of the residents of the division is peasant farming with tea being the major cash crop and maize being the main food crop. Their farming activities are limited by the small fragments of land whose productivity is low and hence low income.

Singleton (1993) points out that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Ekerenyo division was chosen because the data available showed high performance in lower primary and declining performance in upper primary as in table 1.1and hence required a study to find out the cause and possible solutions to improve the performance of the pupils. It was accessible to the researcher. The map in the appendix shows the locale of Ekerenyo Division.

3.4 Target Population

The study targeted all teachers and education officers in Ekerenyo division, which was, 460 teachers in 56 public primary schools and four QAS0s. Therefore, the study sampled 90 teachers, 15 teachers, one divisional education officer and three zonal education officers. Teachers were targeted because they are in direct contact with pupils in day-to-day teaching and learning activities which includes use of recommended teaching and

learning strategies and resources. They are also involved in the implementation and delivery of the curriculum. The head teachers were targeted because, apart from being classroom teachers, have administrative role of coordinating and supervising teaching and learning activities in the schools. Hence, were in a position to required information. The divisional and zonal education officers were targeted because they were charged with the responsibility of ensuring that the educational curriculum and government policies were delivered and implemented by teachers and other stakeholders.

3.5 Sampling Procedures and Samples

The researcher used simple random sampling which gives an equal chance to every item of the population to be selected as a sample for a research study. The total sample size was 27% of all the schools in the Division.

Table 3.1: The number of schools and sample size per zone

Name zone	No. schools	No. sampled schools (N)	Population (N)	No. of teachers sampled (n)	No. of Head teachers (n)
Ekerenyo	21	5	168	30	5
Nyaramba	19	5	154	30	5
Kiabonyoru	16	5	138	30	5
Total	56	15	460	90	15

Ekerenyo division was made up of three zones from which five schools were sampled through simple random sampling, rotary, to give a total of 15 schools out of 56 schools in the division. For teachers, simple random was used to obtain six teachers for the study

from each of the sampled school. The total number of teachers were thirty per zone which gave a total of ninety (90), that is 27% out of four hundred and sixty teachers in the whole division. Three Zonal Quality Assurance officers from the three zones (100%) and the Divisional Quality Assurance officers were interviewed. Purposive sampling was used for education officers and head teachers of the sampled schools. The total number of respondents for the entire study was 109.

3.6 Research Instruments

The researcher used the following instruments:

3.6.1 Questionnaire: The researcher used questionnaires which had items which consisted of open and closed-ended items. The questionnaires were appropriate for the study because they were used to obtain data required by the study. It was also suitable to use a questionnaire because the number of respondents was large enough for any other instrument to be used. They covered both demographic information for, in regard to the objectives of the study and the respondent's opinions. Such information as in regard to the use of teaching and learning resources, problems they encounter, the content in lower primary, the relevancy of the content in upper primary was collected. The data was collected from teachers who were the main respondents.

3.6.2 Interview schedule for Head teachers: Interview schedules were used to collect data from head teachers. They were appropriate because the required information would be gathered from respondents who would not have much time to spare out of his/her

regular duties. Head teachers were requested to give information concerning the number of teachers, enrolment of learners in various classes, performance of learners in both lower primary and upper primary school, what plans they had in improving performance and how parents were involved in pupils' learning. These were examples of information obtained from head teachers.

3.6.3 Interview schedules for education officers

This type of instrument was suitable for educational officers because they were few and it was convenient for them since they had only few minutes to spare for such a request and data required was obtained.

Education officers were required to give information concerning their views on the relevance of the current curriculum, staffing situation of teachers, involvement of their offices in transition and involvement of their offices in improving pupils' performances in the division.

3.6.4 Lesson observation schedule: To observe a lesson in progress in a class. The instrument is suitable because the researcher obtains first-hand information concerning teaching and learning activities as the session progresses. The researcher observed lessons in progress to determine the teaching and learning strategies and resources used during delivery of the content.

3.6.5 Checklist: Check list was used to collect general information about the school. The instrument was appropriate because a large amount of information would be

collected and in a state as it was. Information collected included the condition of classrooms, suitability of furniture and availability of teaching and learning resources. These are just examples; the checklist had detailed information. The researcher filled one checklist for each school visited.

3.7 Piloting of the Instrument

Piloting was carried out in three schools in the division. The researcher felt that it was necessary to have one school from each zone selected for piloting and that this would offer a balanced view of the appropriateness of the instrument for all respondents in the three zones. The researcher collected data from three schools in the whole division; one school from each zone was selected through random sampling by lottery for piloting. According to Orodho (2008), the importance of pre-testing the questionnaire is: questions that are not clear, vague or ambiguous will be revealed and rephrased, deficiencies such as under directions, insufficient space to write responses, clustered questions and wrong phrasing will be detected and corrections made and piloting reveals if the anticipated analytical techniques were appropriate. Piloting enables the researcher to verify the validity and reliability of the instrument.

The researcher carried out piloting to make items in the instrument clear, legible and easily understood by all respondents. Any item that was vague, unclear, ambiguous or not easily understood by respondents was corrected. The sampled schools for piloting were not included in the study.

3.7.1 Reliability of the Questionnaire

Test-retest technique was used. Questionnaires were given to at least six teachers in every sampled school for piloting and data collected were analyzed and correlation coefficient to determine reliability was calculated. After two weeks, the same teachers were given the same questionnaires that were analyzed and correlation coefficient calculated. Spearman Rank Order formula for test-retest was used to compute the correlation coefficient. Cohen (1988) asserts that although there are no formal standards for power, most researchers assess the power of their tests using 0.70 as a standard for adequacy. A correlation coefficient of 0.70 and above will be considered high enough for instrument to be considered reliable and appropriate for use.

The correlation of coefficient was 0.996. The instrument was considered reliable.

3.7.2 Validity of the Instruments

Orodho (2008) points out that validity are the degree to which the empirical measure or several measures accurately measure the concept. Validity is the degree to which the samples of test items represent the content it is designed to measure. It is a non-statistical method used to validate content employed in the questionnaire. The validity of the content was enhanced by cross-checking with available data on the same study. The instruments were under the scrutiny of the experts who were the researcher's supervisors and the researcher, by examining each question they ascertained and their relevance after which they were put into use.

3.8 Data Collection

The researcher sought written permission from the Ministry of education and was granted a permit and 'Research Authorization letter' to present to D E O, Nyamira North District who in turn, issued a 'Research Authorization letter' which was used for introduction when visiting divisional/ zonal education offices and primary schools. The researcher visited the Divisional education office with the interview schedule to collect data from the A E O and then went to zonal education offices where he obtained data from Zonal Quality Assurance Officers using the interview schedule for education officers.

Upon reaching a school, the researcher sought permission from the head teacher and after a brief explanation as to why he visited the school, teachers were requested to fill the questionnaires for teachers while the head teacher was interviewed using an interview schedule for head teacher. The respondents were very co-operative except in three schools where the researcher had to make a second visit to collect the filled questionnaires and interview schedules. The observation schedule was used by the researcher to obtain general information about every visited school. The checklist guide was used to gather data on the availability of teaching and learning resources.

Data collection exercise presented some challenges to the researcher such as walking long distance on foot, where there were no passable roads. Climbing the hills to reach the schools was quite tiring, yet compelling in order to get data. In some instances, the researcher hired a motor cycle to assist him reach the sampled schools.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis of the study which was intended to find out factors influencing performance of pupils on transition from lower primary to upper primary in Ekerenyo Division in Nyamira North District, Kenya. The researcher collected data from teachers using the questionnaires; head teachers and educational officers using the interview schedules and the researcher recorded observations on observation schedules and checklists. The study was guided by the following objectives: to determine teacher-related factors influencing the performance of pupils on transition from lower primary to upper primary in Ekerenyo Division, to find out school-based factors influencing performance of pupils on transition from lower primary to upper primary in Ekerenyo Division and to identify home-based factors influencing performance of pupils on transition from lower primary to upper primary in Ekerenyo Division.

The researcher employed computer programmed Statistical Packages for Social Sciences (SPSS) to help him analyze data from the questionnaires which constituted quantitative data. Quantitative data involved use of statistical methods for analyzing and quantifying data. Qualitative data which involved data from interview schedules were analyzed using qualitative techniques. The analysis was thematically presented in narrative form and where applicable used frequency tables, pie charts, percentages and graphs. The findings

were presented and discussed according to the objectives of the study as below: teacher-related factors, school-based factors and home-based factors.

4.2 Teacher related Factors Influencing Performance of Pupils

This section presents the findings on two major aspects on teacher related factors influencing performance of pupils on transition from lower primary to upper primary in Ekerenyo Division. That is, academic and professional qualification of teachers and teaching and learning strategies.

4.2.1Academic and Professional Qualifications of Teachers

The prospective teacher must have the required knowledge, skill and methodology for any impressive performance which majorly depends on one's academic and professional qualifications. In determining the academic qualifications, respondents were asked to record down their academic and professional qualifications.

The table 4.1 shows the data on teacher academic qualification and the number of teachers in percentage:

Table 4.1: The level of education attained and the percentage of teachers.

Level of education attained	Frequency (n= 90)	Percentage of teachers (%)
K.J.S.E	2	2.2
KCE/KCSE	83	92.2
B.ED (Sci)	4	4.4
B.A	1	1.2

It was observed that the majority of teachers had attained secondary education, KCE/KCSE (92.2%) and K J S E (2.2%) which totals to 94.4%, only few a teachers had bachelor of education and arts degrees (5.6%) which was attributed to the rising desire among teachers to further their level of education yet willing to teach in primary unlike a few years ago. This has been made possible through school-based programmes which are offered by institutions of higher learning, that is, universities.

The respondents were requested to give their professional qualifications and the responses were as in figure4.1.

Figure 4.1 Professional qualifications of teachers in percentage
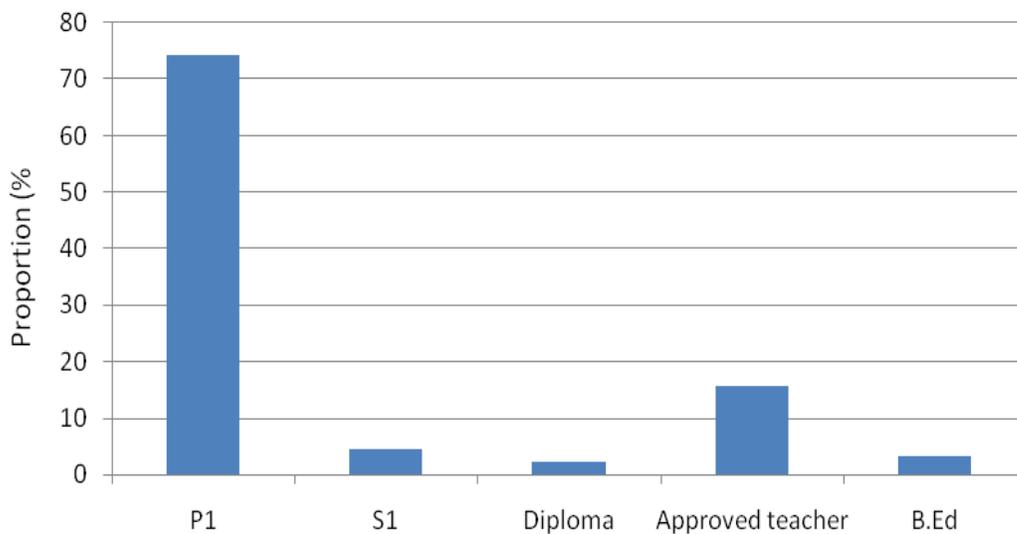
In all the schools visited for data collection, all teachers were professionally qualified. Most teachers were in P1grade (74.4%), followed by Approved teacher (15.6%), S1 (4.4%), B.Ed. (3.3%) and lastly Diploma (2.2%). Both bachelors of education and

diploma holders are increasing in number in public primary schools unlike in the past because the demand for higher qualification has risen among primary school teachers since higher learning institutions have opened learning opportunities through school - based programmes which are conducted during school holidays.

In determining the academic and professional qualification of teachers, the study found that all teachers (100%) had attained secondary school education and above, and were professionally qualified (100%). The study concluded that neither academic qualification nor professional were causes of good performance of pupils in lower primary and poor performance of pupils in upper primary but rather some other factors. The academic and professional qualifications aspect were important considerations in this study because teaching involves passing of knowledge and skills from the person who has more (teacher) to one who has less (Pupil) in order to create commonness in the understanding of concepts in question. The teacher must be knowledgeable and have required abilities and experiences to manipulate his/ her teaching and learning environment for successful delivery of the content/ curriculum which leads to higher achievement on the part of pupil and eventually enhance transition from one level to the other. Mbithi (2007) says that well-trained personnel are important for the success of the child. A trained teacher has the skill and knowledge on how to take the pupil into new experiences using his/ her previous experiences. Professional training equips the teacher with techniques and skills which he/ she employs in imparting knowledge to the learner. It is the teacher who has the role of preparing the learner for a successful transition from one level of learning to the next.

4.2.2 Teaching and Learning Strategies

The study sought to find out teaching and learning strategies used by teachers during teaching and learning sessions. The strategies that teachers used during actual lesson presentation were recorded by the researcher.

The most common teaching strategies used by teachers in the study were: explanation (30%), followed by question and answer (26%), description (14%) and assignment (10%). Other strategies which were rarely used are; demonstration (6%), group work (6%), story- telling (4%), observation (2%) and fieldwork (2%). The study observed that three teaching and learning strategies were mainly used in the delivery of the content, that is, explanation, question and answer and description where pupils are less involved in the learning activities except question and answer to some extent. The teaching and learning strategy such as fieldwork, observation and story-telling helps the learner to comprehend content and retain it in his /her memory much longer.

Figure 4.2: The proportions (%) of teaching and learning strategies.
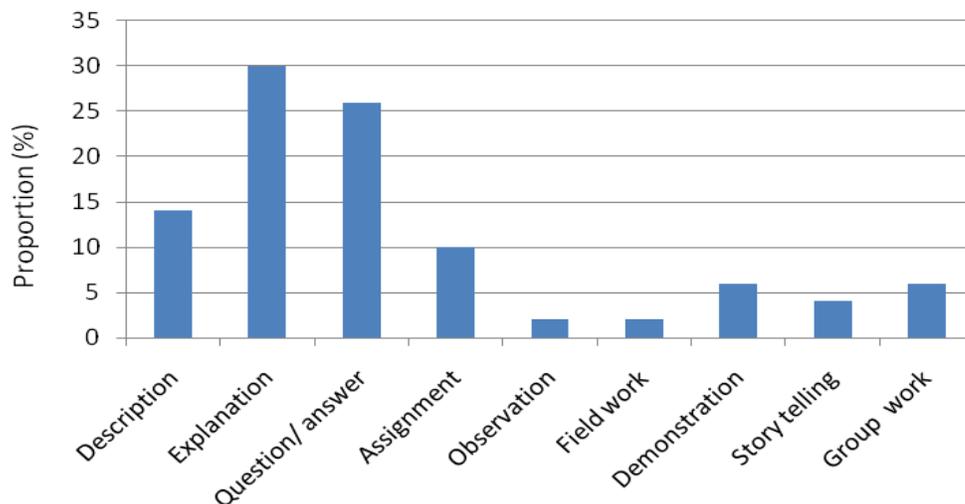
When the teachers were asked to say what they would do to improve performance of pupils in their areas of teaching, use of proper teaching and learning strategies scored highest, that is, 22.2%. This response showed or emphasized on the importance of teaching and learning strategies in the day-to-day teaching and learning activities. If these strategies would be varied according to the content and pupils' abilities, the performance would be improved from its current state.

When teaching and learning strategies are used properly, they make teaching and learning activities interesting, motivating, and more real and enhance understanding. The learner becomes interested in carrying out designated roles in the teaching and learning process. UNESCO and Council of Europe (2007) emphasizes on an education system that ensures coherence and continuity of learning experiences and approaches from early childhood to primary schooling that are most beneficial for children and their families. OECD (1998) gives an example of the easy transitions from one educational level to another in Denmark which was founded on the Danes practically invented life-long education. Appropriate teaching and learning strategies were essential for the success and good performance of pupils.

Leinhardt (1989) and Westermann (1991) argue that expert teachers know and recognize pupils experiencing difficulties diagnose sources of problems in their learning and identify strengths on which to build. Teachers should use the experiences their learners are undergoing to lead them to the new learning experiences they are about to introduce to them.

4.3 School-based Factors Influencing Performance of Pupils

The study, in this section, focused on government involvement in education, teaching and learning resources and the relevance of the curriculum.

4.3.1 Government involvement in education

In establishing whether government policies influenced the performance of pupils on transition from lower primary to upper primary, the respondents were requested list the roles of the government. The responses, as indicated in figure 4.3, were: provision of teaching and learning resources (35%), provision of free primary education (24%), recruiting and staffing of teachers (22%), provision of relevant curriculum (8%), implement and supervise the curriculum (7%) and offers in-service courses for developing teachers (4%).

Figure 4.3: The roles of the government in education
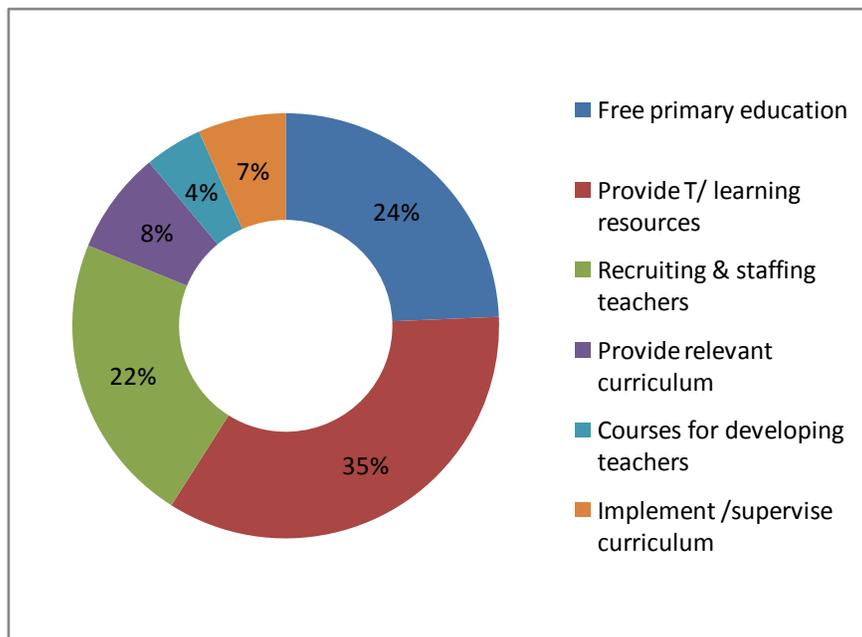
The findings indicated that respondents were aware of the role of the government. Teaching and learning resources were ranked highest because the government gave grants to all schools in the form of cash to purchase/ buy textbooks and other requirements of the school as outlined in the guide given to schools. Teachers were members of the committee that identifies needs of the school, which is, teaching and learning resources. Implementation and supervision of the curriculum and in-service courses were ranked lowest in response.

The study found that the respondents, the teachers, head teachers and educational officers, were aware of the roles of the government such as provision of free primary education to all learners, provision of teaching and learning resources, recruiting and staffing of teachers, provision of relevant curriculum, in-service courses for developing teachers and implementation and supervision of the curriculum. These important roles for which educational policies are formulated to ensure they are carried out as designed. In an interview of educational officers, the findings showed that the government policies had an influence on the type of educational curriculum to be in place. In fact, 100% of the educational officers said the government was fully involved in educational matters.

A study in Denmark found that the approach and change in the 1990s is coherent with a trait inherent in Danish educational policies through history, namely; emphasis on personal choice and consensus. Danes are more likely to add new programmes to the already existing ones rather than replace one system with an entirely new one. Compulsory education (taught at the Folkes kole for nine years) was formed in 1994

when it was given a new act that intended to provide children with a better preparation for their adult life by inter alia improving the teaching in basic subjects like Danish language, mathematics and foreign languages as well as encouraging use of new information technology. It is easy for young people who have started one route through education and training system to change their minds and start again or to add another qualification to the ones they already have. The easy transitions from one educational level to another in Denmark are founded on the Danes practically invented lifelong education (Organization for Economic co-operation and Development, 1998).

In Sweden, the government spends a high proportion of its national wealth upon education. For instance in 1995, direct public expenditure on educational institutions represented 6.6% of gross domestic product (GDP). Financial aid to students is substantially higher than in many countries. In primary and secondary education, students' financial aid was 12% of total expenditure compared to an OECD mean of 4%. This encourages students to learn and complete their studies hence minimum or no dropout at any level of learning (OECD, 1998).

The findings of the study indicated that the government roles influence the performance of the pupils. For instance, if teaching and learning resources, recruiting and staffing of teachers and provision of relevant curriculum are not done in time, they influence negatively the performance of pupils.

4.3.2 Teaching and Learning Resources

In establishing whether teaching and learning resources were used, teachers were asked to say whether they used teaching and learning materials, the majority of them said they used them (78.9%),while teachers who did not use teaching and learning materials had a proportion of 21.1%. Table 4.2 shows the proportions of the responses of teachers.

Table 4.2: Use of instructional materials by teachers

Response	Frequency	Proportion (%)
Yes	71	78.9
No	19	21.1
Total	90	100.0

Although 21.1% of teachers who admitted that they were not using teaching and learning resources are a smaller proportion compared to the proportion of teachers who use them, they, on the other hand, represented a large proportion that would considerably affect pupil's performance. This meant that for every ten teachers in any school two teachers did not use teaching and resources. Head teachers also said that of the 21%, who did not use teaching and learning resources were from upper primary. The educational officers also concurred with this by saying that about 90% of teachers who used teaching and learning were teachers teaching lower primary. This was one of the causes of low performance as learning was more abstract than being real and practical. Low performance in upper primary would be attributed to lack of using appropriate teaching and resources. Similarly, use the teaching and in lower primary encouraged good performance as learning sessions were more practical and hence child – centered.

The study sought to find out teaching and learning resources which were being used by teachers. They included pieces of chalk, charts, maps, paints, invited guests for giving lectures on areas of interest, tours, study rooms/ lecture halls/ class rooms, and textbooks. Instructional materials were teaching and learning items or things that got finished or worn out with use such as pieces of chalk, ink, paint, pencil, erasing rubber. They were also referred to as teaching and learning aids. Facilities were things like classrooms, laboratories, and equipment that were used for the purpose of teaching and learning activities. The study revealed that 78.9% of the respondents used teaching and learning resources while 21.1 % did not bother to use them, other than facilities like classroom.

Kirisikoi, Wachira and Malusu (2008) assert that teaching and learning resources are all materials and equipment used to enhance effective learning. A teacher selects, develops and reorganizes teaching and learning resources for effective teaching. A teacher is, therefore, the most important teaching and learning resource. Among the problems that cause low performance enlisted by teachers, when asked to list problems that pupils face, was lack of teaching and learning resources which accounted for 40%. Teaching and learning environment is another very important resource for teaching and learning activities.

4.3.3 Relevance of the curriculum

The respondents were asked to rate the relevance of the curriculum and they rated it as in figure 4.4.

Figure 4.4 shows that most of the respondents to the item on relevance of the curriculum

Figure 4.4: Percentage responses on relevance of curriculum
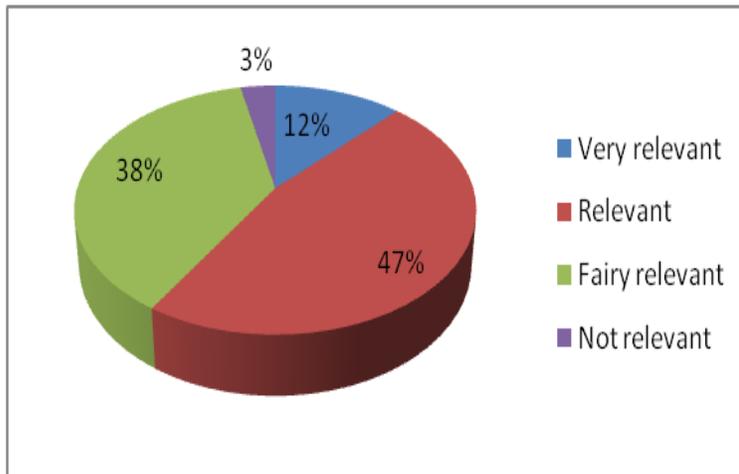
had a view that the curriculum was relevant (46.7%). Those who said the curriculum was fairy relevant to the needs of the learners were 37.8% of the total of those involved in the study. Those who said that the curriculum was very relevant were 12.2% while those who felt that the curriculum was not relevant were 3.3%. The generally noticed that 96.7% of those involved in the study did accept that the curriculum was relevant regardless of the degree of relevance. Although a small number of respondents (3.3%) said that the curriculum was irrelevant, the current curriculum did not provide for slow learners or those who were not good in academic work.

The whole planning of the school, including the curriculum should reflect the changes in social values, norms and patterns. Kombo (2005) points out that there is a definite relationship between educational attainment and the socio-economic background of the families including the level of education of both parents. A good curriculum should allow every learner to develop his or her talent for his/ her own benefit and that of the society.

4.4 Home-based factors influencing performance of pupils on transition

The third objective for the study was to identify home-based factors that influence performance of pupils on transition from lower to upper primary in Ekerenyo Division. In identifying home-based factors influencing the performance of pupils and hence their transition from lower to upper primary, respondents enlisted the factors in figure 4.3.

Table4.3: Home-based factors influencing performance of pupils

Variable	Frequency	Percentage (%)
Absenteeism	16	21.1
Malnutrition	5	6.6
Language barrier	41	54.1
Lateness	1	1.3
Lack of parent involvement	2	2.6
Poverty	1	1.3
HIV and AIDS- Orphans	1	1.3
Peer influence	4	5.3
Coping with adolescence	4	5.2
Drug abuse	1	1.3

The main home-based factors influencing the performance of pupils on transition from lower to upper primary negatively were enlisted by the respondents, who were involved in the study. The study found that the most highly ranked factor that influenced performance negatively was language barrier (54.1%) which implies that pupils had no command of the language being used for communication. The other factor respondents recorded was absenteeism (21.1%) which may as a result of lack of guidance and counseling or child labor to earn the family some income among others. The least ranked responses were: lateness (1.3%), poverty (1.3%), drug abuse (1.3%) and the impact of

HIV and AIDS (1.3%) which resulted to the presence of many pupils in schools who were orphans and who had none to depend on for their up-keep.

On the other hand, in finding out the background of parents of the pupils in school under the study, head teachers were requested to give information about the background of parents. One hundred percent said that the parents of the pupils in the Ekerenyo Division were peasant farmers, who earned very little from their farming activities and would not be able to provide their children with basic educational requirements such as uniforms. Becker (1964) argues that education is referred to as an economic good because it is used for consumption and investment.

Kundu and Bose (1986) say that the child's language development is influenced to a great extent by his home environment. The child hailing from a lower socio-economic background would be restricted in the use of language especially, English which was only used as a medium of instruction at school for upper pupils, who had not had command of it. The school had a role of developing a language policy, within its boundaries, to help pupils to use either English or Kiswahili in their interactions and this helps them to know the language used for delivery of the curriculum content.

Arnold (1993) notes that parents' decision to take their children to school is influenced by the costs of educating their children and by the perceived benefits of education. According to Arnold, parents take a major role in deciding to which school to take his/ her child to learn and this depends on their financial status. The study noted that the enlisted factors were in one way or the other contributing to the poor performance of pupils and hence transition from one level to the other in Ekerenyo Division.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusion, and the recommendations based on the study. The areas covered in the chapter are findings on: teacher-related factors influencing the performance of pupils, school-based factors influencing performance of pupils and home-based factors influencing performance of pupils on transition from lower to upper primary.

5.2 Summary of the Study

The purpose of this study was to find out the factors influencing performance of pupils on transition from lower to upper primary level in Ekerenyo Division in Nyamira County, Kenya. The study revealed that there were factors influencing performance of pupils on transition from lower to upper primary in Ekerenyo Division. The study was conducted as was planned taking into consideration each of the three objectives that formed the basis of the study. The respondents, who were teachers, filled the questionnaires and educational officers readily responded to the interview schedule questions after an explanation as to why the study was being carried out. However, the researcher was required to collect questionnaires from some schools the following day in the event that teachers were busy or for some other reason.

5.2.1 Teacher related factors influencing performance of pupils

The study found that all teachers, who were teaching in lower and upper primary, in the Division who were involved in the study had attained secondary education with a few reaching form two (K J S E) and the majority attaining form four education (K C E/ K C S E) and were qualified as professional teachers even though at various levels ranging from certificate (P1) to a degree level. It was noted that since teachers who were teaching in lower primary had the same academic and professional qualifications with those teaching upper primary, then neither high and good performance in lower primary nor low and poor performance in upper primary would be attributed to academic and professional qualifications of the teachers. This implies that other factors are responsible for the difference in performance in lower and upper primary.

On teaching and learning strategies, the respondents enlisted explanation, question and answer and description as commonly used teaching strategies and assignment, observation, fieldwork, demonstration, story-telling and group work as rarely used teaching strategies. It was found that teachers used explanation strategy than any other, and this made teaching and learning sessions teacher-centered. Teachers are encouraged to use a variety of strategies in teaching and learning activities. More practical- oriented approaches such as field work, observation and assignment, should be used in carrying out teaching and learning activities. The role of the teachers is to use the most appropriate strategy / strategies that facilitate the understanding of the concept or content at hand and ensure its reinforcement. The study noted that due to the use of approaches that were not practical-oriented, pupils would not perform well in their learning.

5.2.2 School-based factors Influencing Performance of Pupils

The study revealed that the government had significant roles such as provision of teaching and learning resources, provision of free primary education, recruiting and staffing of teachers, provision of relevant curriculum, implementation and supervision of the curriculum and offers in-service courses for developing teachers. The teachers enlisted the above as influencing performance of pupils on transition from lower to upper primary. For instance understaffing of teachers in public schools had caused a lot of damage to pupils as the syllabus would not be covered on time or at all. Delay in disbursing of education grants to schools delays some education programmes or items, otherwise required for teaching and learning to take place. Teachers noted that government policies which were haphazardly implemented, such as the 8.4.4 system, were destined to fail. The head teachers and education officers had the same view and emphasized on the need for the government to improve the performance of its duty to schools.

The study found that most teachers (79%) used instructional materials and facilities and resources during teaching and learning activities. The study revealed that most of the teachers (90%) who used teaching and learning resources were teachers handling lower primary (class 1- 3). This was one of the reasons why lower primary pupils did well in the division than upper primary. In fact, the study found that 21% of the teachers did not use or very occasionally used teaching and learning resources and most of them were from upper primary. The study was informed by education officers and head teachers that

90% of teachers who used teaching and learning resources were in lower Primary. This contributed to good performance in lower primary and poor upper primary.

The study also revealed that the school curriculum that was used in the schools was generally relevant to the needs of the pupils, having scored 96.7%. Respondents who said the curriculum was irrelevant took a proportion of 3.3%. This should be positively accepted to open up for reviewing the curriculum so as to update it to meet the changing needs of the learner and the society.

5.2.3 Home-based Factors Influencing the Performance of Pupils

The study revealed that there were home-based factors that influenced performance of pupils on transition from lower to upper primary. The home-based factors enlisted by respondents were: language barrier, absenteeism, malnutrition, peer influence, problems related to coping with adolescence, parents' involvement, lateness, HIV and AIDS – orphans, drug abuse and poverty. Each of these factors had a negative influence on performance of pupils and thus affected transition. The study also revealed that the level of income contributed considerably to the ability of parents to provide educational basic needs such as uniforms and food, which enables the learner to attend school programmes and participate actively. The study revealed that the parents, teachers and the ministry of education (government) have roles in ensuring that the pupils' performance improves to higher grades than the current level in Ekerenyo Division.

5.3 Conclusion

Pupils in public schools were capable of performing well at all levels had it not been for the shortcomings that had been revealed by this study. The teachers in the division should make use of their academic and professional qualifications to improve the performance of pupils, since their qualifications implied that they had the knowledge, skills and training to do it. Teachers, on their part, had a duty of guiding teaching and learning activities through use of appropriate teaching and learning strategies. A wide range of teaching and learning strategies should be applied such as; description, explanation, question and answer, assignment, observation, field work, demonstration, story-telling and group work, experimentation, discussion, etc., as the content at hand and teaching and learning environment and level of learners may dictate. Teachers have a role to motivate learners and develop positive attitude towards all subjects through various techniques.

The study identified the role of the government in provision of relevant curriculum, free education, and provision of teaching and learning resources, conducting in-service courses for updating teachers' skills and knowledge, implementing and supervising the curriculum and recruiting and staffing teachers. If these were done, no doubt the performance of pupils would improve and hence their transition from lower to upper primary enhanced. The study revealed school based factors such as: lack of teaching and learning resources, inadequate syllabus coverage, inadequate preparation from pre-unit, high enrolment of pupils per class, poor attitude to some subjects like mathematics, frequent changes in subject teachers, understaffing, lack of textbooks, and poor teaching and learning resources. The school had a role to ensure that the challenges enlisted above

70

were dealt with to make teaching and learning activities more interesting, realistic and motivating. The study indicated that all these factors had serious impacts on performance and transition of pupils from one level of education to another.

The home-based factors such as language barrier, absenteeism, malnutrition, peer influence, copying with adolescence, lack of parent involvement, lateness, HIV/ AIDS-orphans, poverty and drug abuse call for parents to do their part, release them early enough from home and feed them balanced diet. The parents have also a role of guiding and counseling their children against associating themselves with bad company, for bad company ruins morals and encourages such practices as drug abuse. They also needed to educate them on how to cope with adolescence, a normal developmental stage.

From the findings, the study concluded that performance was intertwined with transition of pupils from a lower level to a higher level. Pupils who did well in learning became more motivated and interested in proceeding to the next levels of learning. In fact, head teachers (100%) confirmed that they admitted pupils to next levels (classes) on merit that was according to the marks attained by individual pupils. Those who got low marks were made to remain in the previous level for another year while those who refused to repeat ended up dropping from schooling. The existing problems would be eradicated only through concerted efforts of all parents, teachers and the government.

5.4 Recommendations

The purpose of the study was to find out factors influencing the performance of pupils on transition from lower to upper primary in public schools. The study was objectively carried out and the researcher recommends the following based on the findings of the study.

5.4.1 Teacher related factors

The study recommends that:

1. Teachers should use their academic and professional training to help pupils to improve in their performance. They should motivate their learners to love all subjects equally and this would be possible if teachers use appropriate teaching and learning approaches and resources.

2. Teachers should use a variety of practical-oriented teaching and learning approaches such as field work, observation, role- play, assignment, demonstration alongside other strategies. These enhance learning and retention for a long time of the learnt content for they were child-centered.

3. Teachers should teach all subjects as in the curriculum regardless of whether a subject is examinable or not. They should also cover all contents of the syllabus.

5.4.2 School based factors

1. Government, through the Ministry of education, should disburse to schools bursaries and other free primary grants to help them purchase teaching and

learning resources and other requirements on time. Delays on disbursing of grants experienced every year impact on performance of pupils' performance.

2. All teachers should use a variety of teaching and learning resources in all classes during all teaching and learning sessions to make more real and practical.

3. The curriculum should be reviewed from time to time to remove any irrelevant concepts or add content that is relevant to the learners since knowledge is dynamic. This may be more effective if all stakeholders (i.e. teachers, parents, education officers and other interested non-governmental organizations) would be involved.

4. Parents and other stakeholders in education such as the Ministry of Education should provide appropriate and sufficient teaching and learning resources. Where possible teachers should also improvise other resources.

5. Ministry of education through its agencies such as education officers should conduct workshops, seminars and in-service courses for teachers, from time to time, to sensitize them on matters that affect performance of pupils as that affect pupils' transitions to next levels.

5.4.3 Home based factors

1. The learners should be encouraged to use English language in their communication to develop their vocabulary in the English language which is the main means of communication in teaching and learning environments, more especially in upper primary and in lower primary to some reasonable level where mother tongue is used, especially in rural schools as a language of instruction.

This would be possible if only all teachers would emphasis on the usage of the language and impose measures against those who do not adhere to the practice.

2. Parents should ensure their children went to school always to avoid absenteeism so that learners may go through all teaching and learning experiences since it is these experiences that account for overall good performance. Parents also to reduce absenteeism through provision of basic needs such as balanced diet and clothing (especially uniforms) which pupils used as an excuse.

3. Parents should monitor their children's learning activities through regular checking of their written work, regular consultation with teachers on performance of pupils.

4. Parents should guide and counsel their children against immoral conduct which leads to drug abuse and irresponsible behavior such as sexual immorality, a cause of early pregnancy and sexual diseases.

5. Encourage pupils to have positive attitude to all subjects and educational activities in general for it enables them to do well. This may be done through rewarding the high performers or most improved areas, use of locally available teaching and learning resources and giving assignment in form of homework.

5.5 Suggestions for Further Study

1. This study was carried out in public primary schools. A similar study needs to be carried out in private primary schools (Academies) in Ekerenyo Division to find out whether the findings replicate.

2. A comparative study should be conducted in other divisions or districts to find out factors influencing performance of pupils on transition from lower to upper primary in those divisions or districts.

3. A study involving specific numbers of pupils transiting from one level to another and specific reasons for any differences in numbers highlighted needs to be conducted.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

The information sought by this questionnaire is for the purpose of research only.

1. Name of school: ……………………………..
2. Type of school: Boys (   )   Girls   (   )   Mixed (   )
3. The kind of school Day (   )   Boarding (   )   Both day/boarding (   )
4. Teachers gender : Male (   )   Female   (   )
5. Academic qualification (Please tick as appropriate)

   a) K.J.S.E   (   )

   b) KCE/KCSE (   )

   c) B.ED   (   )

   d) B. A(   )

   e) Other   (   )

6. Professional qualification (Please tick as appropriate)

   P2   (   )   Approved teacher status (   )

   P1   (   )   B. Ed   (   )

   S1   (   )   PGDE Graduate   (   )

   Diploma   other specific   (   )

7. How long have you taught? _____ Years.
8. How long have you taught in the current school? _____
9. Have you ever taught in lower primary? Yes (   )   No (   )

   If yes, state the class and at least two problems if any pupil encounter in their

   learning? _____
10. How would you rate the content in lower primary syllabus?

    Very relevant (   )   fairly relevant (   )

    Relevant   (   )   Not relevant   (   )
11. Have you ever taught upper primary? Yes (   )   No (   )

    i) If yes state the class. _____

    ii) Which Subjects? _____

iii) State any two problem pupils face in their learning.

_____

12. Do you use teaching/learning resources always? Yes (   ) No (   )

13. Why do you think pupils score very highly in lower primary than in upper primary (especially students in standard four and five)?

a) _____

b) _____

14. What do you do to improve this situation in your area of teaching (i.e. low performance upper primary)?

15. What would the school do to improve pupils' performance?

_____

16. How would you rate parent's participation improving learning, children's academic status?

i)   Very good   (   )

ii)   Good   (   )

iii)   Fair   ()

17. Do you agree that the government has a role in raising education standard?

Yes (   )   No (   )

If yes, state two ways how it involved

a) _____

b) _____

18. Which activities do you involve pupils in to develop positive attitude towards good performance? State at least two activities.

a) _____

b) _____

Thank you for your co-operation.

INTERVIEW GUIDE FOR HEADTEACHERS

NAME OF SCHOOL: …………………   TYPE OF SCHOOL:

NO. STREAMS:………………………   ZONE:

1. How many pupils are there in the school? _____

2. No. of boys……….   No. of Girls…….   Total enrolment………….

3. How many teachers are in the school?

   No. of teachers _____ No. female teachers_____Total _____

4. How do you admit pupils to various classes?_____

5. Would you mind to comment on the pupil's performance in both internal and

   external examination?_____

6. Lower primary pupils seem to do very well but reaching in standard four, the

   performance drops. Do you agree with this statement? _____

   If yes what is most likely reason_____

7. How you ensure that good performance in lower primary is maintained even as

   the pupils join upper primary, especially standard 4?

   _____

8. What would you comment on occupations of parents in relation to performance?

   _____

9. How are the parents involved in pupils learning in your school? _____

10. Is the curriculum content relevant to the needs of learners? ………………………

11. What else would you like the researcher to know? ………………………………

Thank you for your co-operation.

APPENDIX C

CHECKLIST GUIDE

NAME OF SCHOOL:　　　　　　**TYPE OF SCHOOL:**

ZONE

The table below contains the major items and areas the researcher thinks are of relevance to pupil learning and well and being in the school. Fill as appropriate.

Item	Availability	Absent	Condition/Relevance
Appropriate size of classroom			
Ventilation			
Lighting			
Staffroom			
Toilets – Boys			
Girls			
Furniture			
Books			
Stationery			
School form			
First aid kit			
Play field			
Equipment			
Office			
Classroom			
Games e.g. nets			
Teaching/Learning Materials			
Consumable materials e.g. coloured chalk, newsprint.			
Teaching-learning aids e.g. maps, charts.			
Audio visual e.g. radio, T.V, video, tape recorder.			

APPENDIX D

INTERVIEW SCHEDULE FOR EDUCATIONAL OFFICERS

Division: ………………..   Zone: …………….

1. How long have you been in this Division / Zone? ……….

2. How many schools are under your charge? …..

3. Would you mind to give me a brief history of this Division / Zone, please?
…………………………………………………………………………..

4. What are your views about the current curriculum, does it meet the needs of the

Learner? ………………………………………………………………..........

5. What can you comment on staffing of teachers in the Division / Zone?
…………………………………………………………………………………………

6. How are the pupils performing in their examinations, especially in K C P E?
....

7. Teachers have been complaining of being over-burdened by the curriculum.

   a) What is your view on this?
   …………………………………………………………………………………..

   b) Would it be the cause of low performance? ....
   ....

8. What is your office doing or planning to do to improve performance in the

   Division / Zone? …………………………………………………………………..

9. Do you involve parents in the teaching/ learning experiences of their children? ......

   If yes, how do you involve them? ....

10. Is your office involved in the transition of pupils from one level to the next? ....

   If yes, explain briefly please. ....

   ....

Thanks for the information.

APPENDIX E

LESSON OBSERVATION GUIDE

To be used for observing a lesson in progress.

District ………………….. Division……………… Zone **…………………..**

School …………………… Class ……………….. Time ……………………

Subject: ………………….. No. of learners: ……………

Teacher's name (0ptional) ………………………….. Teaching experience ……………..

TEACHER'S PREPARATION

1. Schemes of work ………. Available ( ) Not available ( )

2. Lesson plan ……………. Available ( ) Not available ( )

3. Are the objectives clearly stated? Yes ( ) No ( )

4. Are the objectives stated in behavioral terms? Yes ( ) No ( )

5. Was adequate time allocated to the content or subject matter? Yes ( ) No ( )

6. Is the content related to the subject curriculum? Yes ( ) No ( )

7. Are teaching /learning resources provided for in the schemes of work? Yes ( ) NO ( )

8. Is the lesson content related to the content in schemes of work? Yes ( ) No ( )

9. Is the lesson plan organized logically? Yes ( ) No ( )

LESSON INTRODUCTION AND PRESENTATION

10. Did the teacher link current lesson with the previous lesson? Yes ( ) No ( ).

11. Was the introduction of the content based on learners' experience? Yes ( ) No ( )

12. Was the lesson introduction motivating and interesting to learners? Yes ( ) No ( ).

13. Were teaching and learning resources used during the lesson? Yes ( ) No ( )

14. Tick the most teaching / strategies used by the teacher during the lesson.

Discussion   ( )   Field work   ( )

Demonstration   ( )   Group work   ( )

Discovery   ( )   Lecture   ( )

Description   ( )   Role play   ( )

Experimentation   ( )   Story telling   ( )

Explanation   ( )   Question/ Answer   ( )

Any other …………………………………………………………………………….

15. Were the learners actively involved during the lesson? Yes   ( ) No   ( )

If yes, stated how learners were involved……………………………………………...

…………………………………………………………………………………………..

16. a) Which teaching / learning resources were used? ……………………………………

……………………………………………………………………………………….

b) Which resources ought to have been used but was not used? ………………………

…………………………………………………………………………………………..

17. Outline learning activities the learners were involved in during the lesson?

i) ……………………………   ii) …………………………………………

iii) ……………………………   iv) …………………………………………..

b) Were the activities relevant to the lesson content?   Yes   ( ) No ( )

18. Which evaluation strategies were used during / at the end of the lesson?

……………………………………………………………………………………………

19. How would you rate the lesson presentation? ………………………………………....

20.Any overall comment …………………………………………………………………..

APPENDIX F

Map of Nyamira District Indicating Location of Ekerenyo Division