TREND ANALYSIS OF ACADEMIC ACHIEVEMENT AMONG PRIMARY SCHOOL PUPILS IN MUMONI DISTRICT, KITUI COUNTY, KENYA

BY

MUTHENGI TITUS MWANDIKWA

E55/CE/22881/2010

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT FOR THE AWARD OF DEGREE OF MASTERS OF EDUCATION OF KENYATTA UNIVERSITY

MAY, 2013
DECLARATION

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

Sign--------------------------------- Date----------------------------------------

Muthengi Titus Mwandikwa

E55/Ce/22881/2010

This research project has been submitted with our approval as the university supervisors.

Sign ---------------------------Date----------------------------------------

Dr. Rugar T. Ogola

Lecturer

Department of Educational Management, Policy and Curriculum Studies

Kenyatta University

Sign ---------------------------Date----------------------------------------

Mr. Kiranga Gatimu

Lecturer

Department of Educational Management, Policy and Curriculum Studies

Kenyatta University
DEDICATION

This project is dedicated to my wife Jane Kavathe, for her inspiration, encouragement and moral support she provided during writing of this project. Our daughters Judy and Olive for their patience heart especially when they missed my fatherly support during my study.
ACKNOWLEDGEMENT

I owe much gratitude to my lecturer Dr. J. Aluko Orodho for his useful guidance, suggestions and comments. Special thanks go to my supervisors Dr. T.O. Rugar and Mr. K. Gatimu. Their instructive and generous assistance was a great source of inspiration in writing this research project. I am also indebted to my course colleagues who assisted me dearly during this course.

All what I am doing was possible by Kenyatta university who gave me a chance to further my studies. To Kenyatta University I say thanks very much. Finally, without God I could do nothing, to him glory forever.
# TABLE OF CONTENTS

Title Page-------------------------------------------------------- (i)

Declaration ------------------------------------------------------ (ii)

Dedication-------------------------------------------------------- (iii)

Acknowledgement ------------------------------------------------- (iv)

Table of contents ---------------------------------------------- (v)

List of tables----------------------------------------------------(x)

List of figures--------------------------------------------------- (xi)

List of Acronyms and abbreviations -------------------------------(xii)

Abstract---- ----------------------------------------------------- (xiii)

CHAPTER ONE------------------------------------------------------1

Introduction------------------------------------------------------1

1.1 BACKGROUND INFORMATION---------------------------------------1

1.2 Statement of the problem--------------------------------------5

1.3 Purpose of the Study-----------------------------------------7

1.4 Objectives----------------------------------------------------7

1.5 Research Questions--------------------------------------------7
1.6 Significance of the study---------------------------------------------8
1.7 Assumptions-----------------------------------------------------------8
1.8 Limitations of the study----------------------------------------------8
1.9 Delimitations of the study--------------------------------------------9
1.10 Theoretical framework----------------------------------------------9
1.11 Conceptual Framework---------------------------------------------10
1.12 Definition of terms-----------------------------------------------13
CHAPTER TWO-------------------------------------------------------------14

REVIEW OF RELATED LITERATURE------------------------------------------14

2.1 Introduction----------------------------------------------------------14
2.2 Education as a right-----------------------------------------------14
2.3 The trend of education since independence---------------------------17
2.4 The enrolment trend in primary schools-----------------------------19
2.5 Selected analysis of performance from 2002 to 2006------------------20
2.6 Factors that affect academic achievement in schools-----------------21
    2.6.1 Family and household factors----------------------------------21
    2.6.2 School based factors------------------------------------------23
    2.6.3 Learning resources-------------------------------------------24
2.6.4 The primary school teachers----------------------------------------------------25

2.6.5 Out of school community--------------------------------------------------------27

2.6.6 Students’ characteristics--------------------------------------------------------28

2.7 Summary of literature review-------------------------------------------------------29

CHAPTER THREE------------------------------------------------------------------------31

RESEARCH METHODOLOGY---------------------------------------------------------------31

3.1 Introduction-----------------------------------------------------------------------31

3.2 Research design--------------------------------------------------------------------31

3.3 Location of the study--------------------------------------------------------------32

3.4 Target population-------------------------------------------------------------------33

3.5 Sample size and Sampling technique-------------------------------------------------33

3.6 Research instruments----------------------------------------------------------------35

3.6.1 Students’ questionnaires---------------------------------------------------------35

3.6.2 observation schedules------------------------------------------------------------35

3.7 Piloting of instrument--------------------------------------------------------------35

3.7.1 Content validity-----------------------------------------------------------------36

3.7.2 Reliability of instruments--------------------------------------------------------36
3.8 Data collection procedure---------------------------------------------------------------37
3.9 Data analysis and presentation----------------------------------------------------------37

CHAPTER FOUR-----------------------------------------------------------------------------39
DATA ANALYSIS, PRESENTATION AND DISCUSSION-----------------------------------------------39

4.1 Introduction-----------------------------------------------------------------------------39
4.2 Background information---------------------------------------------------------------------39

  4.2.1 Standard Seven Enrolment---------------------------------------------------------------40

4.3 Trend of academic achievement among primary school pupils-----------------------------42

  4.3.1 Continuous Assessment Tests---------------------------------------------------------42

  4.3.2 Trend of performance from standard four to seven--------------------------------------44

  4.3.3 Marks scored as per subject----------------------------------------------------------46

4.4 The school processes---------------------------------------------------------------------49

  4.4.1 The time teachers leave school in the day---------------------------------------------50

  4.4.2 Time when teaching commence on opening of schools-----------------------------------51

  4.4.3 Repeaters-----------------------------------------------------------------------------51

4.5 The school resources---------------------------------------------------------------------53

  4.5.1 The staffing in schools----------------------------------------------------------------54
4.5.2 Shortage of text books in schools-------------------------55

4.6 Pupils’ characteristics------------------------------------------57

4.6.1 Challenges to good academic achievement-------------------60

CHAPTER FIVE------------------------------------------------------65

SUMMARY, CONCLUSIONS And RECOMMENDATIONS---------------------65

5.1 Introduction----------------------------------------------------65

5.2 Summary of the study findings----------------------------------65

5.2.1 Trend of academic achievement of primary school pupils’------66

5.2.2 Extent to which school processes affect academic achievement------66

5.2.3 Extent to which school resources affect academic achievement------67

5.2.4 Pupils’ characteristics and academic achievement--------------68

5.3 Conclusions-----------------------------------------------------69

5.4 Recommendations------------------------------------------------70

5.4.1 Trend of academic achievement------------------------------70

5.4.2 School processes---------------------------------------------71

5.4.3 The school resources-----------------------------------------71

5.4.4 The pupils’ characteristics----------------------------------71
5.5 Areas for further research----------------------------------------72

References----------------------------------------------------------73

Appendix I: pupils’ questionnaires-----------------------------------79

Appendix II: Observation schedules-----------------------------------87

Appendix III: University research permit-----------------------------88

Appendix IV: National council research authorization------------------89
LIST OF TABLES

Table 3.1 summary of the total sampled population-----------------------------34

Table 4.1 Standard seven enrolment-------------------------------------------40

Table 4.2 Continuous Assessment Tests----------------------------------------42

Table 4.3 Trend of tests from std4 to std7-----------------------------------44

Table 4.4 Standard seven analysis as per subject------------------------------46

Table 4.5 Standard seven and K.C.P.E mean scores-----------------------------48

Table 4.6 Time teachers leave school------------------------------------------50

Table 4.7 Time when teaching start-------------------------------------------51

Table 4.8 Repeaters----------------------------------------------------------52

Table 4.9 Staffing-----------------------------------------------------------54

Table 5.0 Shortage of textbooks----------------------------------------------56

Table 5.1 Distance of pupils’ from school-----------------------------------57

Table 5.2 Number of children in a family-------------------------------------58

Table 5.3 Parental status of pupils------------------------------------------59

Table 5.4 Education status of brothers and sisters of the respondents-------59

Table 5.5 Education level of the parents-------------------------------------60

Table 5.6 Challenges to good performance-------------------------------------61
LIST OF FIGURES

Figure 1.1 Conceptual Framework-----------------------------------------------12

Figure 4.1 Enrolment by gender-----------------------------------------------41

Figure 4.2 mean score of 100 pupils for 3 consecutive CATs------------------43

Figure 4.3 Polygon curves for tests-------------------------------------------45

Figure 4.4 Repeaters vis a viz enrolment-------------------------------------53

Figure 4.5 Challenges of reading at homes------------------------------------63
## List of Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.E.O</td>
<td>Assistance Education Officer</td>
</tr>
<tr>
<td>ASALs</td>
<td>Arid and Semi-Arid Lands</td>
</tr>
<tr>
<td>CATS</td>
<td>Continuous Assessment Tests</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment rate</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
</tr>
<tr>
<td>PGE</td>
<td>Primary gross Enrollment</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents and Teachers Association</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for social Science</td>
</tr>
<tr>
<td>TIVET</td>
<td>Technical Industrial Vocational and Entrepreneurship Training</td>
</tr>
<tr>
<td>TPR</td>
<td>Teacher pupil ratio</td>
</tr>
</tbody>
</table>
Provision of quality education is a major concern for countries in the world today (UN declaration 1948). This explains why knowledge of the factors that affect academic achievement is vital to educationists, teachers, parents and learners. The performance of pupils at grade 8 continues to be discouraging in Mumoni district with no student getting 400 marks in KCPE in public schools for the last three years. This raises the question: what can the schools and communities do to increase the learning that takes place in schools? The purpose of this study was to analyze the trend of academic achievement of pupils at primary school level in Mumoni district. The objectives of this study were to determine the trend of academic achievement among primary school pupils in Mumoni district, determine extend to which school processes affect academic achievement of pupils in Mumoni district, determine extent to which school resources affects learning of pupils in the district and lastly to determine the extent to which pupils characteristics affect academic achievement in Mumoni district. This study will help in improving the implementation process of primary school curriculum by identifying the strengths and weaknesses in the process of implementation. The study was built on the expectancy theory by Harkman (1997) which posits that motivation is a force in a person to perform a task. A descriptive survey design was used in the study. Academic achievement of pupils was the depended variable and independent variables included; school processes, resources, student characteristics and time. The study targeted a population of 1,969 standard seven pupils in Mumoni district. A purposive sampling was used to sample
100 pupils. Questionnaires and observation schedules were used as instruments of data collection. Experts in the field of economics of education of Kenyatta University were used to advise on content validity of the questionnaires developed. The reliability of instrument was measured by test – retest technique and piloting done using 10 grade seven pupils who were not part of the sampled population. Both quantitative and qualitative data was collected, analyzed and presented inform of graphs, percentages, pie charts and frequency distribution tables. Findings indicated that there was a positive trend of performance in continuous evaluation tests, performance in KCPE was blow the class means obtained from standard 7, school processes was found wanting because teaching commenced very late after opening schools, there was acute shortage of text books in almost 40% of schools and 90% of the parents did not play their role well in providing education to their children. In conclusion, there was a normal curve in performance, but school process, resources and pupils’ characteristics was wanting in achieving academic heights of pupils in learning. The study recommended for a follow up on different vote heads by the government, open forums with parents for education awareness and interactive education provision by all stakeholders. This study recommends further study on how the education offices interact with schools and community to provide education in the district.
CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives and research questions of the study. The assumptions of the proposed study, limitations and delimitations of the study are discussed too. This chapter also looks at the theoretical framework, conceptual framework and definitions of central terms.

1.1 Background Information

Provision of basic education is a major concern for many countries in the world today (UN Declaration, 1948). This explains why knowledge of the trend of academic achievement of pupils is vital to educationists, teachers, parents and students. The importance and value with which pupils hold academic achievement cannot be overlooked. That is the reason as to why students transfer and others demonstrate because of a continued poor performance of a school. Developed and developing countries alike understand that providing basic education for all children is essential not only to their own economic growth and social stability but to the functioning of nations. Over the past two decades, a concentrated global effort has been made to increase the number of children in school. In 1990, the world conference in Jomtien Thailand, urged all nations of the world to adopt policies that would ensure universal basic education by year 2000. Since Jomtien, considerable progress has been made in expanding the capacity of primary school systems in all regions of the world. Primary education in some developing countries has expanded
to the extent that it reaches nearly all school-age children, and many of these countries have made significant efforts to overcome the gender gap in access to primary school.

In Kenya, the introduction of universal (free) primary education programme in public schools in January 2003 by the Government has raised total primary school enrolment from 5.99 million to about 8.5 million children which is a tremendous improvement so far (Economic Survey, 2009). While giving all children the opportunity to attend school is obviously an important priority, it is but the first step towards the goal of ‘Education for All’. Once pupils find seats in a classroom, they need quality instruction; otherwise there will be little motivation to persistent achieve in school. Pupils need to be taught skills that are applicable to the life after school so that they develop problem-solving skills instead of memorizing information for the sake of passing terminal examinations. In affirming the goal of universal basic education, participants in the Jomtien conference emphasized that reform efforts must focus on ‘actual learning acquisition and outcomes rather than exclusively upon enrolment’. To this end, participants urged countries to set specific qualitative targets. Learning achievement, they suggested, should be improved to the point that ‘an agreed percentage of an appropriate age cohort – for example, 80 per cent of 14-year-olds – attains or surpasses a defined level of necessary academic achievement. Satisfactory achievement of the basic learner achievement competencies/skills throughout the formative years of learning of a pupil in any education cycle will ensure excellence in a pupil’s academic achievement with all the other variables
being as expected. The major determinants of academic achievement include School Processes Factors, school resources and pupils’ characteristics. Educational players must therefore create a classroom environment and organize activities in which pupils actively participate in their learning (Wasanga P.M. et al, 2010).

Several serious challenges for the schools in the world have been pointed out during the recent decades, for example decrease in student enrolment, large classes, and lack of teaching materials and facilities, corporal punishment, teacher absence and student drop out (Chonjo, 1994; Ishumi, 1994; Khwaya Puja & Kassimoto, 1994; BEST, 1994; Malmberg & Hansdn, 1996). Investigations of the effects of socio-economic status (SES) background on students' school achievements have been carried out across the world (Huson, 1990; Temu, 1995). These studies have established that the higher the educational level of parents, the higher their children perform at school and are more likely to pursue further studies. Considerable variation in students' school achievements can be found, which are due to socio-cultural factors, for example parents' level of education, mother tongue and gender (Fuller, 1990; Hus6n, 1990; Khwaya Puja & Kassimoto, 1994; Temu, 1995; Booth, 1996).

The impact of socioeconomic differences in provision of learning opportunities is some of the major concerns in education development in the developing countries. In Tanzania, the educational level of parents has an impact on whether students apply for non government schools or government schools, whether the child receives individual tuition of the teacher after regular school hours, or whether the child is assisted doing homework (McGillicuddy-DeLisi, & Subramamian, 1994; Temu,
1995). Also parents' attitudes and involvement towards their children's learning varies according to educational level (Malekela, 1994; Mganga & Mizambwa, 1997). The academic trend for girls is poor than boys especially in mathematics and science. Statistics show a higher percentage of boys than girls drop out. Girls receive negative expectations about their studies, from teachers, peers and the community at large (Bendera, 1994; Khwaya Puja, & Kassimoto, 1994; TGNP, 1993). These gender differences are more pronounced in secondary and further education than on the primary school stage.

Kenya is committed to ensuring quality provision of Education for All (EFA) by 2015. Policy initiatives towards achieving this goal have included abolition of user charges in primary education in 2003. During this year, primary gross enrolment (PGE) reached 7.2 million pupils (48.6% female) having risen from 5.4 million pupils in 1989 (48% female). Despite the efforts put by the government to ensure each and every one gets primary education the trend on academic achievement of those enrolling in each grade has not been addressed well in different regions of the country. Interventions aimed at promoting girls education, include taking affirmative action in support of girl-child education; expansion and improvement of classrooms, boarding facilities, water and sanitation facilities to create conducive and gender responsive environments, particularly in Arid and Semi-Arid Lands (ASALs); and providing support to non-formal education institutions(Government of Kenya, 2005a, 2005b). In Kenya like any other Country, public examinations tend to provide a measure of achievement at the end of a cycle without necessarily providing the
requisite evidence of learners’ academic achievement of the prescribed competencies at various levels progress through school. Public examinations this do not therefore provide a systematic evaluation and intervention system to improve learner academic achievement. In Kenya, it has been felt that the decline in candidates’ performance in National Examinations particularly in Primary Leaving Examinations had been as a result of lack of Monitoring of Learning Achievement System that could provide a basis for provision of intervention strategies to address the weaknesses portrayed by candidates before they take the National Examination (Wasanga, P.M. and Kyalo, F, 2009). Many studies in Kenya have focused on the enrolment, drop-out rates and performance at grade 8. This study deviates from this traditional measure of learning achievement and uses scores of pupils in the other classes to measure trend of academic performance of these pupils from grade to grade before they reach class eight. Despite the impressive gains in access to education, several issues on trend of academic achievement at all grades in all education levels require further analysis.

1.2 Statement of the problem

Basic education is seen as a necessary condition for development (World Bank, 1993). In addition, it is seen as a right for every child (Kenya new constitution, 2010). In Kenya the introduction of free primary education in 2003 resulted in increased enrollments without accompanying improvements in quality. The issue of quality is being addressed in a piecemeal way, in trickles and in an uncoordinated manner (Khwaya Puja 1994). A class room block constructed without teacher’s house and latrines leaves a lot to be desired. Notebook and textbooks without
teachers does not seem to be the best way to assist a school. Black boards and chalk without desks do little to alleviate problems in the teaching and learning processes. Most of these inputs are mere stop gap measures which address one problem while other problems still exist. Three quarters of pupils from families under low poverty index and the rising cost of living, access education at primary level but do not get the benefits accruing from this investment because of low academic achievement (Medium Term plan 2008-2012).

In Kenya, performance in K.C.P.E greatly determines the individual’s advancement of education at secondary school level. Continued low academic achievement by pupils in public primary schools in Mumoni district means a poor transition in secondary schools. Despite the fact that 2011 K.C.P.E was fairly performed across the country, the case remained dismal in Mumoni with no candidate getting 400 marks in the whole district. This has jointed stakeholders and the public into asking what has gone wrong within the schools.

Mumoni district remains a victim of a continued pitiable performance for the last few years in kitui County. In the year 2010 only 167 pupils scored above 300 marks out of 1,236 who sat for the exam, in 2011, only 115 pupils out of 1,234 candidates scored over 300 marks and in 2012, out of 1,328 candidates, it is only 121 pupils who managed to get over 300 marks. The district has also remained last for the last three years among primary schools in the whole of kitui County, this raises the question: what has gone wrong and what can the schools and communities do to increase the learning that takes place in schools?
1.3 Purpose of the Study

The purpose of this study was to analyze the trend of academic achievement of standard seven pupils from grades 4, 5, 6 and 7 in Mumoni district.

1.4 Objectives

This study seeks to:

i. Determine the trend of academic achievement among primary school pupils in Mumoni district.

ii. Determine extent to which the school processes contribute to pupils’ academic achievement in Mumoni district.

iii. Determine extent to which the school resources contribute to academic achievement of pupils in Mumoni district.

iv. Determine extent to which the students’ characteristics affect academic achievement of pupils in Mumoni district.

1.5 Research Questions

The study was guided by the following questions:

i. What has been the existing trend of academic achievement among primary school pupils in Mumoni district?

ii. To what extent does school processes, school resources and pupils characteristics contribute to academic achievement of public primary school pupils in Mumoni district?
1.6 Significance of the study

The findings of the proposed study will have a practical implication for the future of education in the district and country at large. It should add knowledge on factors that influence learners’ performance in primary schools. The study will have a practical significance in that it may lead to the improvement of strategies for the implementation of primary school curriculum by identifying the strengths and weaknesses in the implementation process through reliable information from the students.

The findings may also be important for the policy makers and implementers in exploring the extent to which the analyzed results may be improved.

Finally, the study forms a basis on which others can develop.

1.7 Assumptions

i. There has been a poor trend of academic achievement among standard 8 pupils in Mumoni district.

ii. There are several factors in Mumoni district that influence trend of performance among pupils in public primary schools.

iii. All the respondents will co-operate and provide relevant information.

1.8 Limitations of the study

This study had several limitations which may affect the results. First, studying what really determines trend of academic achievement was intrinsically complex as there are arrays of factors which contribute to educational growth. Therefore this study merely identified factors that constitute basic educational inputs in the Mumoni
context. Secondly, some activities which occur at specific periods of the school calendar like frequency of staff meetings, P.T.A. meetings and games were not captured during the short period of visit by the researcher. These and other confounding circumstances may limit our understanding of the results but these were generally overwhelmed and controlled by the research design.

1.9 Delimitations of the study

The study was confined to public primary schools. The private primary schools were not part of the study because there was only one private school in the district.

1.10 Theoretical framework

The expectance theory posits that motivation is a force or drive within a person and that this force varies according to three factors: valence, expectancy and instrumentality (Harkman, 1997). For a person to be motivated to perform a task, he/she must expect that completion of a task will lead to achievement of his/her goal. The main constructs in the expectancy theory are: Motivation which is the force to perform an act, Valence is the degree of perceived attractiveness or repulsiveness, Expectancy is a momentary belief concerning the probability that a particular outcome will follow a particular action and Instrumentality the expected utility or usefulness of direct outcome. It is the perceived level of first outcome leading to second level of outcome.

A good education places a person on equal footing with any king or duke or silver-spooned hedge fund manager. In fact, knowledge provides more security to a person’s well-being than money, because while a love of money has left countless
worlds-be millionaires penniless, a love of learning never left a world-be professor destitute of thought. Above all, and perhaps more crucial for an individual, a decent education provides the tools for better understanding the world outside and inside you. “Master yourself,” an old proverb tells us, “and you will master the world.” Education is the mother of opportunity, which makes our failing education system such a travesty. Knowledge allows an individual to see the socioeconomic ladder clearly and gives them the strength to climb it; ignorance, on the other hand, keeps people in the fog we’re born into, they may sense a ladder in front of them, but they can’t see it, much less climb it.

This theory is found to be relevant to this study because, the trend of any academic achievement is depended on the effort to perform, which comes as a result of intrinsic and or extrinsic motivation of all the components in a school. The trend may therefore depict the level of effort to perform in a school in order to produce results.

1.11 Conceptual Frameworks

The stating conceptualization of expectancy theory is that all human behavior can be regarded as a result of a state of aroused or internal tension that serves as an energy or spring board for action. Motivation is a force to perform or achieve a task. It has a degree of intensity and direction. The theory proposes that the force to perform an action (E-P Expectancy) and whether the outcome will lead to another outcome (P-O Expectancy) holding a higher value. From figure 1.1, the expected outcome of trend of academic achievement is depended on several independent variables which
enhances or acts as a motivation to achieve results within an education process after a given period of time.

This study examined the school processes, students’ characteristics and resources in a school as the key determinants of trend of academic achievement of pupils in Mumoni context.

Any academic trend is therefore depended on these factors among others within a given period of time.
Fig 1.1: The correlation of academic achievement of pupils with time.

Source: Coleman, 1990.
1.12 Operational definition of terms

**Academic achievement:** Refers to the progressive performance of pupils from one grade to another.

**Enrolment:** Refers to the number of pupils who get admitted and registered in a school or class.

**Grade:** Refers to pupils’ level of educational attainment.

**Motivation:** It is an intrinsic or extrinsic drive in a person to perform a task.

**Parents:** These include natural mothers and fathers, the foster mothers and fathers, guardians and any other person who are responsible for financing a Childs’ education.

**Pupils:** These are children in primary schools

**Repeaters:** These are pupils who repeat the same grade in a subsequent year.

**Resources:** These are both human and physical tools used to facilitate the learning process.

**School process:** This is how the school administration conducts its activities within the school system.

**Teachers:** This refers to the population of employed instructors in a school system.

**Trend:** It is an experienced behavior in the teaching and learning process over a period of time.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the existing literature on trend of academic achievement of pupils in primary schools. The literature reviewed consists of enrolment trend in primary schools, analysis on academic performance trend and different in school and out of school factors that influence trends in academic performance of pupils in primary schools.

2.2 Education as a human right

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993 and Okidi et al., 2004). In this section, both theoretical and empirical literature on academic differentials and schooling performance are reviewed. All systems of education have multiple outcomes, such as cognitive achievement (what do the pupils know), affective achievement (attitudes such as whether the pupils like going to school or like subjects such as science, reading or mathematics) and behavioral values (such as civic responsibility and good moral values such as respect and social work).

Pupils and teachers come from different gender, socio-economic levels and location. These variables may affect the participation and performance of pupils in school, either negatively or positively. Boadu, E.A. (2000) observes that boys from wealthier households in Ghana had enrolment rates 34 percentage points higher than boys from poor households; the gap in favour of girls from rich background compared with
girls from low-income background was 55.4 percentage points. Wealth gaps in enrolment greatly exceed gender gaps in enrolment. The allocation of scarce household resources affects girls more than boys (Boadu, E.A., 2000). Early domestic responsibilities, especially among young girls, conflict with the pursuit of education, retrogressive cultural practices such as female genital mutilation (FGM) and early marriages prevent the advancement of girls in education. The willingness of parents to educate girls is reduced by socio-economic and cultural effects such as their expected change of allegiance after marriage to the husband’s family. Poor health, which is a consequence of either malnutrition or of common diseases, is found to be a constraint on schooling (Boadu, E.A., 2000). It is an impediment to enrolment because parents fear sending their children to school when the probability of contracting contagious diseases is high. Lack of proper water and sanitation facilities prompt pupils to go for safe drinking water from Neighborhood Rivers and streams.

Several authors (Bourdieu, 1986; Purves, 1973; Guthrie, 1978; Taube, 1988; Elley, 1994; Lehmann, 1996; Lietz, 1996; OECD, 2001, 2002; Fredriksson, 2002) emphasize that cultural practice, such as the existence of gendered division of labour within the household can probably lead to higher opportunity costs being associated with the schooling of girls relative to boys. Factors related to cultural norms, traditional beliefs and practices have a strong influence on girls’ enrollment, persistence and performance in school. In some societies, initiation ceremonies are performed when children reach the age of puberty, which is considered to be the
onset of adulthood. During the ceremony, knowledge and values concerning procreation, morals, sexual skills, birth control and pregnancy are passed on to the girls concerned. Boys undergo similar rituals preparing them for manhood. Unlike boys, it is considered shameful for girls to return to school after undergoing such rituals (Boadu, 2000). The tangible benefits of schooling observed by Boadu (2000) are linked to the availability of employment opportunities in the formal sector. Lack of opportunities for formal employment, particularly in rural areas, may deter parents from sending children to school.

Two main reasons exist as to why poorer households may choose not to send their children to school (Coclough, Rose and Tembon, undated). First, the direct costs may be too high even with the universal free primary education. Parents incur expenditures for school uniforms, text and exercise books, construction or upkeep of school buildings, and other inputs in cash or in kind. Second, poorer households may depend, more so than richer households, upon the labour of their children in order to supplement household income, either directly, on the farm or indirectly. Nzomo, Kariuki and Guantai (2001), for instance, established a positive correlation between the socio-economic status of Standard Six pupils and the level of their learning achievements in Kenya. The results show that as the socio-economic status of the sample pupils improved, the Mean scores in the learning achievement also tended to increase. Families with higher socio-economic status have the ability to provide their children with necessary facilities and materials pertinent in improving performance.
This chapter reviews the existing literature of factors that affect trend in academic achievement. The Kenya Certificate of Primary Education (K.C.P.E) examination is considered seriously by the stakeholders, especially parents because they determine the kind of secondary school that the pupils transit to. Many stakeholders especially parents are ignorant of the academic trend of their sons and daughters in previous grades and concentrate more on K.C.P.E performance. It is for this reason which makes the basis of this study.

2.3 The Trend of Education in Kenya since Independence

Since independence in 1963 the education sector in Kenya has experienced rapid expansion. The number of public and private primary schools increased from 6,058 in 1963 to 27,487 in 2010, while secondary schools increased from 151 to 7308 over the same period. Enrolment in primary education has grown from 892,000 pupils in 1963 to about 9.4 million pupils in 2010, whilst enrolment in secondary education has grown from around 30,000 students in 1963 to 1.7 million students in 2010. The increase has been accelerated by growth of population and the introduction of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) in 2003 and 2008 respectively. At the TIVET level, enrolments grew to 75,547 in 2010 up from 62,439 in 2003. For the university sub-sector; enrolments shot up to 180,617 in 2010 up from 82,090 in 2003.

The main challenges facing the education sector have been issues of access, equity, quality, relevance and efficiency in the management of educational resources. In 2003, the Ministry of Education embarked on reforms geared towards attaining the
education related Millennium Development Goals (MDGs) and Education For All (EFA). The Sessional Paper that followed the recommendations of the 2003 National Conference on Education and Training recognized the need to develop a policy framework. Sessional Paper Number 1 of 2005 was developed to guide the development of the education sector. It outlined sector targets, which included the attainment of Universal Primary Education (UPE) by 2005 and Education For All (EFA) by 2015.

The following specific targets were set among others:

(i) A primary school Net Enrolment Rate (NER) of 100% by 2015;

(ii) A completion rate of 100% by 2010

(iii) Achievement of a transition rate of 70% from primary to secondary school level by 2008;

(iv) A 50% NER in Early Childhood Development Education (ECDE) by 2010;

(v) Gender parity at primary and secondary by 2015;

These targets were to be achieved through enhancement of access, equity and quality in primary and secondary education through capacity building for 45,000 education managers by 2005, and the construction/renovation of physical facilities/equipment in public learning institutions in disadvantaged areas, particularly in Arid and Semi-Arid Lands (ASALs) and urban slums by 2008.

With regard to equity, the regional and gender dimensions are the most dominant for enrolments. Gender parity index or ratio, is a measure of the enrolment of girls vis-à-
vis boys at the various levels of education. Also to consider are the regional GERs and NERs.

2.4 The Enrolment Trend in Primary Sub-sector (Years 1-8)

The Gross Enrolment Ratio (GER) at primary level increased from 91.2% (92.7% and 89.7% for boys and girls respectively) in 1999 to 109.8% (109.8% and 109.9% for boys and girls respectively) in 2010. The Net Enrolment Rate (NER) increased from 68.8% for boys and 68.8% girls respectively) in 1999 to 91.6% (94.1% and 89.0% for boys and girls respectively) in 2007 to 92.5% (94.6% and 90.5% for boys and girls respectively) in 2008 and further to 92.9% (93.6% and 92.1% for boys and girls respectively) in 2009. However, in 2010 the NER dipped slightly to 91.4% (90.6% and 92.3% for boys and girls respectively). Despite this impressive performance, there is a need for the analysis of performance trend on the same at all levels.

The Government policy within the context of EFA and MDGs is to enhance gender equity. However, this remains elusive at all levels of education and training. Nevertheless, gender parity in enrolments has been improving steadily. The disparity is relatively small with a gender parity index of 0.94 in 2007 and 2008 registering an improvement of an index of 0.98 in 2009.

The pupil/teacher ratio at primary school level increased from 1:39 in 2003 to 1:45 in 2009. However, there are gross disparities within regions, the worst affected being
ASALs districts and areas affected by insecurity. The teacher shortage in primary schools is about 40,000 and about 20,000 at secondary level.

The textbook/pupil ratio for lower primary has improved from one textbook for more than 10 pupils before 2003 to 1:3 by 2007, reaching 1:2 in 2008 and 2009. For upper primary, TPR has improved from 1:2 in 2007 to almost 1:1 in 2008 and 2009 for the majority of schools. However, these have weakened sharply since 2009, and small schools do not benefit from economies of scale, and have ratios far higher than this (Value for Money Audit Report (2009)).

The GOK budgetary allocation for the sector is insufficient and this does impact negatively on the provision of resources such as textbooks, PTRs and Retention Rates are also affected. Completion Rates stood at 76.8% (79.2% boys and 74.4% girls) in 2010, although these already show a decline from the previous year, 83.2% (88.3% and 78.2% for boys and girls respectively).

Transition rate from primary to secondary increased marginally from 59.6% (56.5% for male and 63.2% for female) in 2007 to 64.1 % (61.3% for male and 67.3% for female) in 2008, further increasing to 66.9% (64.1 % for male and 69.1% for female) in 2009 and to 72% in 2010.

2.5 A Selected Analysis of academic performance from 2002 to 2006

As a result of the rapid growth of the education sector particularly increased enrolment, following the introduction of Free Primary Education, performance of the sector has gradually improved.
The national mean score registered an insignificant drop 247.91 in 2002 to 247.76 in 2003 and a significant rise by 2.60 points to reach 250.42 in 2004. Another insignificant drop from 250.42 in 2004 to 249.74 was recorded in 2005. In 2006 the mean score was 249.80. The performance has ranged between 247 and 250 marks over the period despite an increase in candidature from 540,069 in 2002 to 666,451 in 2006.

2.6 Analysis of factors that affect academic achievement, regardless of pupils’ gender

The factors that affect academic achievement, regardless of pupils’ gender are: repetition, work outside school, school equipment, the use of language at home, assistance with homework, frequency of meetings between teachers and school heads, placement of child in care, length of experience of school head, and lastly school inspection. These factors will not be emphasized here as they will not be part of the study. Nonetheless, it is worthwhile analyzing some factors as they affect performance directly or indirectly.

2.6.1 Family and household factors

Home environment plays a very key role in the academic performance of pupils at primary level. This encompasses all the objects, forces and conditions in the home which might influence the child physically, intellectually and emotionally. Home environments vary from education, economic status, attitudes, values parent’s expectations, family size and interest among others. Children whose parents mind
and encourage them to do well in school, develop interest in schooling, are active in school work and perform better in national examinations (Muola, 1990).

Jerks, (1972) and Coleman, (1966) emphasize the influence of the home as an important contributor to variation in academic achievement.

Plowden study (1967) noted that the school teacher and other factors accounted for 28% of the variations in performance while students’ achievement at home explained 20% of the variation in performance.

This suggests that more educated parents show greater concern for academic progress of their children than parents with less education.

Fathers and mothers educational and occupational status was a significant of students’ achievement (Maundu, 1986).

Expectations parents have for their children’s school attainment influence their children’s expectations and achievement, and early expectations tend to persist throughout the child’s school years. Research has shown that parental expectations for children’s academic achievement predict educational outcomes more than do other measures of parental involvement, such as attending school events.

Parents’ expectations influence child outcomes through multiple pathways. Parental expectations are more likely to affect their children when parent-child relationships are characterized by closeness and warmth. Parental expectations directly affect the amount of parent-child communication about school. In addition, families with high
educational aspirations for their children provide more out-of-school learning opportunities for them. Students who reported their parents expected them to attend college had better attendance and more positive attitudes toward school, (Coleman, 1966). Parental expectations also affect the child’s own aspirations and expectations; for instance, studies suggest that parents’ expectations for their children’s academic attainment have a moderate to strong influence on students’ own goals for secondary and postsecondary education. Further, both sets of expectations are moderated by characteristics of the parent, child, and community.

The analysis by this study would seek to establish to what extent parental involvement could be having an impact on performance in Mumoni district primary schools.

2.6.2 School based factors

The administrative process for any organization is a vital component, school inclusive. Schools administration has a direct bearing on achievement of learners because it plays a role of planning, organization, directing and controlling (Griffins, 1983). The function of a school head teacher includes organization and management of approved curriculum, control of school finances and resources in the school. (Sifuna, 1988) states that lack of communication, poor relationship between the head teacher, teachers, pupils and parents are significant factors in contributing to a poor performance in schools.
Motivation is an important tool in influencing performance. To achieve means to succeed in reaching a particular goal or status by effort skills or courage. Motivation is a force which causes somebody to act in a particular way. According to Heckhausen, (1967) achievement motivation means the striving to increase or keep high possible one’s own capacities in all activities in which standard of excellent is thought to apply and where execution of such activities can succeed or fail.

Musaazi, (1982) asserts that school head and his staff must always keep the ministry of education, P.T.A, and general public aware of the programmes, failures and successes of the school.

2.6.3 Learning resources

These are materials that are found in the learning situations. They include books, library materials, and teaching and learning aids. These provide equal learning opportunities for all learners. Availability of teaching and learning materials increases interaction and effectiveness in the learning process.

There is a close connection between availability and use of instructional materials and good performance, availability of textbooks has proved to be related to achievements in developing countries like Kenya hence influencing performance in schools. A study by Ocholo, (1990), Orodho, (1996) and Maundu, (1976) showed that there was a close relationship between a student’s achievements in physics and chemistry and the level of available textbooks and laboratory equipments.
2.6.4 Primary School Teachers

Despite the fact that changes in the area of information technology are occurring increasingly quickly and that computers are becoming important learning tools in schools in many countries, teachers remain the most important resource for student instruction. A teacher is a person whose professional activity involves the transmission of knowledge, attitudes, and skills stipulated in a formal curriculum to students enrolled in an educational programme. The teaching force becomes a particularly important factor in the primary education system since a qualified and motivated teaching force is a prerequisite for the promotion of higher achievement among pupils. The ratio of students to teaching staff is therefore an important indicator of the resources the country devotes to education. As countries face increasing constraints to education budgets, many are considering trade-offs in their investment decisions. Every sum invested in one particular purpose is money that cannot be invested in any other purpose. For example, if the government decides to hire more teachers’ in order to reduce class sizes, less money will be available for teaching materials, teachers’ training, or school building within the same education budget. Smaller students/teaching staff ratios may have to be weighed against higher salaries for teachers and large class sizes. In Kenya, teacher remuneration on average accounts for over 95 percent of the public allocation of funds to primary education, which limits the government’s ability to contribute to non-salary requirements such as provision of instructional materials (Value for money audit report, 2009). One of the governments’ primary strategies for raising the quality of education is the
improvement of teachers’ qualifications. Effective education requires qualified and motivated personnel, adequate equipment and facilities, as well as motivated pupils who are ready to learn.

The total number of primary school teachers has been increasing over the years. Between 1990 and 1998, they increased by 11.08 percent to stand at 192,306. But there was a decline of 5.41 percent in 1999 as the total number of teachers declined to 181,905. The decline may be partly attributed to the freezing of employment of more teachers in 1998, retirement of teachers and natural attrition. Trained primary school teachers who are professionally qualified account for over 70 percent of the total primary school teachers (MOE Report 2000). Their proportion to the total number of primary school teachers increased from 70.16 percent in 1990 to 96.11 percent in 1999. Over the same period, the number of untrained primary school teachers, professionally unqualified, has been declining. This is in line with the government commitment to train teachers to offer quality education. Although most of the primary school teachers are trained, it should be noted that holding qualifications does not necessarily result in more effective teaching. Teachers’ attitudes, classroom practices, and teachers’ remuneration have a strong bearing on Pupils’ performance (Morris, 1966).

Teachers’ caliber contributes to the general performance of students. The caliber of teachers in any school forms an important input variable which can have a tremendous impact on school outcome (Kinyanjui Kabrin, undated). Teachers’ caliber encompasses teachers’ formal qualifications, experience, motivation,
creativity, personality and style of presentation by use of the available learning materials.

Jully, (1969) asserted that “overall teaching skills suffer from lack of contributing and academic knowledge.”

Morris, (1966) found out that student’s achievements are related to skills of the teacher and learners taught by untrained, inexperienced and unskilled teachers tend to perform poorly in academics.

Existence of more untrained teachers especially with the current enrollment in primary schools contribute to teaching that may be insensitive to the needs, characteristics of growing learners and ignorant of the way in which they learn (Osinde K., 1995).

2.6.5 Out of school community

Church leaders and politicians have an influence on performance. In a study by Echiwani (1983), school heads complained that schools were often battle grounds for those with either political ambitions or religious leadership.

Social influence which communities have on schools has a major impact on performance. A study carried out by Bett, (1986) showed that in Kericho district, the poor supported by the community in the provision of resources such as: learning materials contributed to poor performance.
The community involvement through parents, teachers association can be an instrumental force in bridging out the best schools. The society is therefore a very important component in modeling the behavior of learners.

2.6.6 Students’ characteristics

Student body composition has been associated with individual student achievement. Pupil body composition serves as a correlate for many specific variables such as peer tutoring, level of competition, academic standards and expectations of child peer group. Student body composition is a school wide measure and it reflects the abilities of each individual student. This aggregation across individuals who are similar is also a process of combining many small effects as though each pupil achievement makes up a scale of student body composition.

Parents who sent their children to school with characteristics associated with high achievements may themselves be more supportive or intelligent (Jencks, 1972). Parents and their children share genes for intelligence and observed association between school environment and child achievement may occur because the school variable is correlated with parental intelligence quotient (IQ). Plimin, (1985) referred to this type of indirect association as “genetic mediation” of the environment.

In conclusion, this study has a major relationship by other studies which have been carried out by other researchers. However, the study will focus on public primary schools in Mumoni district, Kitui County.
2.7 Summary of literature review

The literature review reveals that many governments and educationists commit a large share of their investments in terms of time and resources on education (World Bank 1993). Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993 and Okidi et al., 2004). The tangible benefits of schooling observed by Boadu, (2000) are linked to the availability of employment opportunities in the formal sector. Nzomo, Kariuki and Guantai, (2001), for instance, established a positive correlation between the socio-economic status of Standard Six pupils and the level of their learning achievements in Kenya. The results show that as the socio-economic status of the sample pupils improved, the Mean scores in the learning achievement also tended to increase. Families with higher socio-economic status have the ability to provide their children with necessary facilities and materials pertinent in improving performance. The main challenges facing the education sector have been issues of access, equity, quality, relevance and efficiency in the management of educational resources. In 2003, the Ministry of Education embarked on reforms geared towards attaining the education related Millennium Development Goals (MDGs) and Education For All (EFA). The Sessional Paper that followed the recommendations of the 2003 National Conference on Education and Training recognized the need to develop a policy framework. Sessional Paper Number 1 of 2005 was developed to guide the development of the education sector. It outlined sector targets, which included the attainment of Universal Primary Education (UPE) by 2005 and Education For All
(EFA) by 2015. For upper primary, TPR has improved from 1:2 in 2007 to almost 1:1 in 2008 and 2009 for the majority of schools. However, these have weakened sharply since 2009, and small schools do not benefit from economies of scale, and have ratios far higher than this (Value for Money Audit Report, (2009). Jerks, (1972) and Coleman, (1966) emphasize the influence of the home as an important contributor to variation in academic achievement. Schools administration has a direct bearing on achievement of learners because it plays a role of planning, organization, directing and controlling (Griffins, 1983). Morris, (1966) found out that student’s achievements are related to skills of the teacher and learners taught by untrained, inexperienced and unskilled teachers tend to perform poorly in academics. As highlighted in this review, scholars like Boadu, (2001), Griffin, (1983) and Morris, (1966) among others have documented issues relating education both at macro and meso levels. Little have they done anything at micro level on the analysis of academic achievement of pupils in primary Schools. These studies have also embarked on the analysis of students as a group by looking at the mean scores of students but little has been done on individual progressive achievement of pupils. The proposed project will be done at student- level on academic achievement of individual primary school pupils in Mumoni district and results documented for additional knowledge.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, locale, target population sample and sampling techniques, research instruments, piloting procedure, data collection procedure, data analysis and presentation.

3.2 Research design

Since this study is geared towards analyzing the trend of academic achievement of pupils in Mumoni district, a survey design utilizing both qualitative and quantitative approaches was used. Survey design is appropriate because it involves collecting data in order to test hypothesis or questions concerning the current status of subjects of the study. It is used to test attitudes and opinions of events, individuals or procedure (Gay, 1973). Borg and Gall, (1989) states that a descriptive study is intended to produce statistical information about aspect of education that interest policy makers and educators. Orodho, (2010) concurs that, descriptive survey alloys researchers to gather information, summarize, present and interprets for the purpose of clarification. Surveys can be used for explaining the existing status of two or more variables at a given point of time. Engelhart, (1972) argues that descriptive methods are widely used in evaluating present practices and in providing basis for decision-making.
It is against this background that this study adopted a survey research design because it allows for data collection from both wide and little geographical coverage, and a small sample as required by this study. In addition, the survey design entails the study situations in their natural settings without manipulation of variables that this descriptive survey would provide appropriate procedure for analyzing the trend of academic achievement from term to term and from grade to grade as it exists among primary schools in Mumoni district.

### 3.3 location of the study

The locale of the study was Mumoni district in Kitui county of Kenya. The district covers 625 square kilometers with a population of around 70,000 people and 14,010 households.

The area borders the North Eastern province and it shares a common climatic conditions. It is among the ASAL regions in Kenya. The main economic activity is peasant farming which is highly affected by long dry periods without rainfall. It shares common boarders with Mwingi central to the south, Tharaka to the north, Mbeere district to the west and Kyuso district to the east. The researcher preferred this area in carrying out the study due to the familiarity and professional interest. The ideal setting for any study is the one that is directly related to the researcher’s interest (Borg and Gall, 1989).
3.4 Target population

The target population was standard seven pupils in the 63 public primary schools in Mumoni district with a population of 884 boys and 1084 girls, which totals to 1,968 pupils. This study targeted only standard seven pupils because they stand a good chance of giving an honest and relevant trend of academic achievement from term to term and from one grade to another. They also provided any other information that was needed for this study without bias on the trend. Private primary schools were not targeted in this study because there is one private primary school with standard seven and hence according to the researcher, this was insignificance among the population schools.

3.5 Sample size and Sampling technique

Stratified random sampling technique was adopted in selecting the study sample of ten schools (15.9%) of the population of the 63 public primary schools in the district. The technique was supposed to take care of the differences of the schools. The difference in schools is experienced in terms of staffing, learning resources and location and existing educational stakeholders. To achieve a greater level of accuracy in findings, the members in each stratum should be based on the relative variability of the characteristic under study (Mugenda 2003).

There are seventy public primary schools in Mumoni district. Out of the seventy public schools sixty three schools have reached class seven. Purposive sampling was then used to select ten (10) students from each school so as to include girls and boys.
A sample of ten percent (10%) of the population is considered minimum for a descriptive study (Gay, 1976). For smaller population, twenty percent (20%) of the population may be required (Gay, 1976). Therefore 15.9% is justified for a descriptive study of this nature.

Table: 3.1 Summary of total and sampled population in the sampled schools

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>GIRLS</th>
<th>BOYS</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muvinge</td>
<td>18</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>26.3%</td>
</tr>
<tr>
<td>Gatoroni</td>
<td>16</td>
<td>18</td>
<td>5</td>
<td>5</td>
<td>29.4%</td>
</tr>
<tr>
<td>Nyamanzei</td>
<td>11</td>
<td>14</td>
<td>5</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>Syomukii</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>71.4%</td>
</tr>
<tr>
<td>Kamathitu</td>
<td>13</td>
<td>18</td>
<td>5</td>
<td>5</td>
<td>32.3%</td>
</tr>
<tr>
<td>Kathumulani</td>
<td>12</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>31.3%</td>
</tr>
<tr>
<td>Mbangwani</td>
<td>16</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>27.8%</td>
</tr>
<tr>
<td>Kanzinwa</td>
<td>25</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>18.2%</td>
</tr>
<tr>
<td>Katse</td>
<td>26</td>
<td>28</td>
<td>5</td>
<td>5</td>
<td>18.5%</td>
</tr>
<tr>
<td>Katuka</td>
<td>10</td>
<td>12</td>
<td>5</td>
<td>5</td>
<td>45.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>153</td>
<td>188</td>
<td>50</td>
<td>50</td>
<td>29.3%</td>
</tr>
</tbody>
</table>
3.6 Research instruments

This study will use questionnaires and observation schedules.

3.6.1 Students’ questionnaires

The questionnaire was used to solicit information from students because, as Kiess and Bloomquist, (1985) observes, it offers considerable advantages in administration; it presents even stimulus potentially to large number of people simultaneously and provides the investigation with easy accumulation of data. The students are the main classroom players and they have important information on issues that affect their learning. The student questionnaires helped the researcher to gather information on their trend of academic achievement from standard four to standard seven, the school processes, school resources, motivation, reasons for absenteeism, reading conditions at their home and their traveling to school and home after classes. Gay, (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also make suggestions. The students’ questionnaires were open-ended and closed ended.

3.6.2 Observation schedules

Observation schedules were used by the researcher to note down what he observed when he got to the school compound. This included the school structures, class sizes, population, and use of time among other things.
3.7 Piloting of instrument

Before the actual data collection, the developed research instruments were pre-tested in one public primary school in Mumoni district not in the list of sampled schools for the study with an aim of validating the instruments and the data collection procedures. Experts from the department of educational management policy and curriculum studies used the pre-test reports to assist in refining the research instruments. The researcher used the pilot study to identify any key items in the questionnaire that were ambiguous or unclear to the respondents and such items were changed effectively. The pilot also enabled the researcher to familiarize himself with the administration of the instruments. The purpose of piloting the research instruments was to find out the reliability and validity and its suitability for the study.

3.7.1 Validity

The researcher in this study had to consult the experts in economics of education in the department of educational management, policy and curriculum studies of Kenyatta University, in order to seek relevant expert judgment in measuring the content validity of the questionnaires developed. Their recommendations were incorporated in the final questionnaires.

3.7.2 Reliability of instruments

This being the degree to which same results could be obtained with the same instruments over a period of time, the instruments were tasted by use of test-re-test
technique. This was administering the same instrument twice to the same group of respondents in a time intervals of two weeks.

A Pearson’s product moment formula for the test-re-test technique was employed to compute the correlation co-efficient which was used to establish the extent of consistency.

Orodho (2010) asserts that a correlation co-efficient of about 0.8 should be considered high enough to judge the instrument as reliable for the study. This study used a correlation coefficient of 0.75 to 0.85 in judging the instruments as reliable.

The correlation coefficient for the two tests was calculated using Pearson’s product-moment formula.

3.8 Data collection procedure

An introductory letter was obtained from the department of educational management policy and curriculum studies Kenyatta University and a research permit from the National Council for Science and Technology. The researcher also sought permission from the District Education Officer and the head teachers of the individual schools before the actual day. After this, the researcher booked an appointment with the sample schools through the Head teachers to visit and administer the questionnaires himself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. Observation schedules were filled by the researcher when the respondents were filing their
questionnaires. After the filling of the questionnaires the researcher collected the filled in questionnaires, appreciated the respondents and left.

3.9 Data analysis and presentation

Items from the questionnaires and observation schedules were arranged and grouped according to particular research questions and related observations. Responses received from the above instruments were organized, tabulated and analyzed using simple frequencies and percentages. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics, since they are easily understood. Borg and Gall (1983) also hold that the most widely used and understood standard proportion is the percentage. Before coding and entering the data in tables for analysis there was editing to check on the internal consistency of the data that was recorded. Care was taken by the researcher to know the number of times views or responds were expressed and the number of respondents that expressed the views. Lastly data collected was presented systematically in a descriptive form supported by means, frequency distribution tables and percentages. Summary of the data was done using tables, pie-charts and graphs.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The purpose of this study was to establish the trend of academic achievement of pupils in primary schools in Mumoni district, Kitui County, Kenya. The findings of the study are presented in this chapter based on the research objectives. Data received from respondents was analyzed and presented inform of tables, graphs and percentages. The statistical data in the tables and graphs are supplemented with some explanation. The sample size under this study was 100 responded comprising of standard seven pupils from 10 public primary schools in the district. All the 100 questionnaires issued to the respondent were well completed and returned for analysis. An observation schedule was used by the researcher to get some supplementary information on availability and condition of significant facilities in the schools which may be a factor to any academic trend of pupils.

4.2 Background information about the respondents.

For better understanding of the findings of this study, it was important to have some background information about the schools where the study was done and respondents who gave the data that was analyzed. The background information collected in the study included: Enrolment in standard seven, their gender and number of repeaters in the grade.
4.2.1 Standard seven enrolment in the sampled schools

The study sought to find out the enrolment of the pupils in standard seven in the sampled schools per gender and the total number of repeaters in that grade. The respondents were asked to indicate their enrolment for boys, girls and repeaters in the given questionnaires. The information was then summarized in Table 4.1 and Figure 4.1.

Table 4.1 Standard seven enrolment in the 10 sampled schools.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NO. OF BOYS</th>
<th>NO. OF GIRLS</th>
<th>TOTAL</th>
<th>REPEATERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muvinge</td>
<td>18</td>
<td>20</td>
<td>38</td>
<td>13</td>
</tr>
<tr>
<td>Gatoroni</td>
<td>16</td>
<td>18</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Nyamanzei</td>
<td>11</td>
<td>14</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Syomukii</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Kamathitu</td>
<td>13</td>
<td>18</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Kathumulani</td>
<td>12</td>
<td>20</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>Mbangwani</td>
<td>16</td>
<td>20</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Kanzinwa</td>
<td>25</td>
<td>30</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>Katse</td>
<td>26</td>
<td>28</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>Katuka</td>
<td>10</td>
<td>12</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>153</td>
<td>188</td>
<td>341</td>
<td>86</td>
</tr>
</tbody>
</table>
Table 4.1 and Figure 4.1 show that the enrolment trend of girls in all the 10 schools is higher than that of boys. From the table it can be noted that the population for girls is 188 as compared to 153 for boys which is 55.13% and 44.87% respectively.

From the table 4.1 and figure 4.1, 90% of the sampled schools show that the enrolment in standard seven is inclusive of repeaters. The enrolment in grade 7 included repeaters except Mbangwani primary school which did not have a repeater in this grade. The repetition rate is worse in Kathumulani primary school where 23(71.9%) out of 32 pupils in grade seven were repeaters. This shows that the repetition rate is still high in schools within Mumoni district. The findings concur with the literature that MDGs and EFA sought to achieve gender enrolment parity by 2005 and 2015 respectively.

Figure 4.1 Enrollment by gender
4.3 Trend of Academic Achievement among Primary School Pupils in Mumoni District

The first objective of the study was to determine the trend of academic achievement among primary school pupils in Mumoni district. Respondents were asked to use their report books to fill marks that they scored in different continuous assessment tests and terminal evaluation tests. The collected data was analyzed using a simple statistical method and presented in Table 4.2 and Figure 3, Table 4.3 and Figure 4 and Tables 4.4.

4.3.1 Continuous Assessment Tests

The study sought to establish the condition of schools in evaluating their pupils. This was done through asking the respondents the number of tests they sat per term and finding out the mark scored by each pupil per test. The information was presented in Table 4.2 and Figure 4.2.

Table 4.2 Average marks for Continuous Assessment Tests (CATS) of 100 pupils

<table>
<thead>
<tr>
<th>TERM</th>
<th>CAT1 Mean scores</th>
<th>CAT2 Mean scores</th>
<th>CAT3 Mean scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM1</td>
<td>250.35</td>
<td>255.77</td>
<td>260.80</td>
</tr>
<tr>
<td>TERM2</td>
<td>256.35</td>
<td>264.35</td>
<td>268.42</td>
</tr>
<tr>
<td>TERM3</td>
<td>262.06</td>
<td>269.00</td>
<td>272.94</td>
</tr>
</tbody>
</table>
The information in table 4.2 was used to deduce figure 4.2 for easy understanding of the results as shown below.

Figure 4.2: Mean score of 100 pupils for 3 consecutive CATS

Table 4.2 and Figure 4.2 show that in Term1, the mean score increased from 250.35 to 255.77 in CAT2 and further to 260.80 in CAT3. In Term2, the mean score improved from 256.35 to 264.35 in CAT2 and 268.42 in CAT3. In Term3, the mean score improved from 262.06 to 269.00 in CAT2 and 272.94 in CAT3. It can also be noted that, the mean score improved from Term1 through Term2 to Term3. In CAT1, the mean score rose from 250.35 to 256.35 in Term2 and further to 262.06 in Term3. CAT2, the mean score improved from 255.77 to 264.35 in Term2 and 269.00 in Term3. Lastly, CAT3 improved from Term1 to Term3 with 260.80 to 268.42 and 272.94 respectively. This information shows that there was a notable positive trend.
of performance from CAT1, CAT2 and CAT3 and from Term1, Term2 and Term3 respectively.

4.3.2 The trend of performance by pupils from standard four to standard seven

In line with the first objective of this study, the performance of pupils from standard four to standard seven was summarized in table 4.3 and Figure 4.

Table 4.3: Marks scored by 100 pupils in three tests from standard four to standard seven.

<table>
<thead>
<tr>
<th>Marks scored per Test</th>
<th>No. of tests in standard four</th>
<th>No. of tests in standard five</th>
<th>No. of tests in standard six</th>
<th>No. of tests in standard seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-150</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>151-200</td>
<td>47</td>
<td>34</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td>201-250</td>
<td>67</td>
<td>71</td>
<td>66</td>
<td>75</td>
</tr>
<tr>
<td>251-300</td>
<td>112</td>
<td>144</td>
<td>119</td>
<td>112</td>
</tr>
<tr>
<td>301-350</td>
<td>51</td>
<td>41</td>
<td>73</td>
<td>63</td>
</tr>
<tr>
<td>351-400</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>401-450</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>451-500</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\[\sum f = 300\]  \[\sum f = 300\]  \[\sum f = 300\]  \[\sum f = 300\]
To understand the results better, frequency polygon curves were drawn from table 4.4 to obtain figure 4.3.

![frequency polygon curves](image)

**Figure 4.3:** Marks scored in 4 years and the number of tests out of 500 marks

From Table 4.3 and Figure 4.3, it can be noted that the modal marks scored by these pupils in three tests for the four years is 251-300. It is only in standard four where 3 tests were scored below 150 and 1 test that was scored above 450. In standard 5-7 no single test was either scored below 150 or above 450 out of 500 marks. A normal curve in performance is seen in all the tests in the four years of study for those pupils. Most of pupils under study concentrated at the middle and there were experienced less extremes both in the poor performance and the best performances. 63% of the respondents felt that their performance was not good and could improve if more input was pumped in them by teachers, parents and stakeholders.
4.3.3 Marks obtained by pupils per subject

The analysis of marks as per subject was also done in line with research questions and objectives and the results presented in table 4.4.

Tables 4.4: Analysis of 100 pupils in standard seven per subject for both boys and girls

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term1 Mean scores (%)</th>
<th>Term2 Mean scores (%)</th>
<th>Term3 Mean scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>52.91</td>
<td>55.83</td>
<td>57.54</td>
</tr>
<tr>
<td>English</td>
<td>49.59</td>
<td>50.77</td>
<td>53.76</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>59.86</td>
<td>61.38</td>
<td>62.99</td>
</tr>
<tr>
<td>Science</td>
<td>59.50</td>
<td>61.38</td>
<td>63.91</td>
</tr>
<tr>
<td>Social studies</td>
<td>55.50</td>
<td>56.45</td>
<td>58.42</td>
</tr>
</tbody>
</table>

Table 4.4.1: Average marks scored by boys per subject

<table>
<thead>
<tr>
<th>Term1 Mean scores (%)</th>
<th>Term2 Mean scores (%)</th>
<th>Term3 Mean scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.30</td>
<td>56.62</td>
<td>59.76</td>
</tr>
<tr>
<td>English</td>
<td>47.56</td>
<td>49.34</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>58.84</td>
<td>59.58</td>
</tr>
<tr>
<td>Science</td>
<td>63.35</td>
<td>66.44</td>
</tr>
<tr>
<td>Social studies</td>
<td>57.26</td>
<td>59.76</td>
</tr>
</tbody>
</table>
Table 4.4.2: Average marks scored by girls per subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term1 Mean scores (%)</th>
<th>Term2 Mean scores (%)</th>
<th>Term3 Mean scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>51.52</td>
<td>55.04</td>
<td>60.80</td>
</tr>
<tr>
<td>English</td>
<td>51.62</td>
<td>51.78</td>
<td>55.32</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>60.88</td>
<td>62.70</td>
<td>64.52</td>
</tr>
<tr>
<td>Science</td>
<td>55.64</td>
<td>56.32</td>
<td>59.66</td>
</tr>
<tr>
<td>Social studies</td>
<td>53.80</td>
<td>53.14</td>
<td>55.64</td>
</tr>
</tbody>
</table>

Table 4.4.1 and 4.4.2 show that girls performed well in both English and Kiswahili as compared to boys. In Term1, boys scored 47.56% in English against 51.62% that were scored by girls. In Term2, boys scored an average of 49.34% as compared to 51.78% for girls. The same remained in Term3 with boys scoring 52.20% in English against 55.32% by girls. Girls also performed well in Kiswahili as compared to boys. In Term1 boys scored 58.84% against 60.88%, in Term2 boys improved to 59.58% against 62.70% for girls while in Term3 girls remained ahead by 64.52% against 61.46% for boys. In contrast, boys performed better than girls in mathematics, science and social studies. In Term1, Term2 and Term3 boys scored 54.30%, 56.62% and 59.76% in mathematics against 51.52%, 55.04% and 60.80% for girls respectively. In science, boys had 63.35%, 66.44% and 68.16% against 55.64%, 56.32% and 59.66% for girls for the three Terms respectively. Finally, boys
performed better in social studies at 57.26%, 59.76% and 61.20% against 53.80%, 53.14% and 55.64% for girls in Term1, Term2 and Term3 respectively.

From table 4.4, it can be noted that all subjects were fairly performed in standard seven with English performing poorly as compared to other subjects. In the entire subjects there was an upward trend in performance from Term1 to Term3. Mathematics had 52.91%, 55.83% and 57.54% in Term1, Term2 and Term3 respectively. Generally English improved from 49.59% to 50.77% in Term2 and 53.76% in Term3. Kiswahili experienced a positive trend of 59.86% to 61.38% and 62.99 %within the three consecutive terms. Science rose from 59.50% in Term1 to 61.38% in Trem2 and 63.91% in Term3. Lastly, Social Studies indicated a positive deviation of 55.50%, 56.455 and 58.42% in Term1, Term2 and Term3 respectively.

Table 4.5: Standard seven mean score as compared to the previous K.C.P.E mean marks for 2012 in the 10 sampled schools

<table>
<thead>
<tr>
<th>NAME OF PRI. SCHOOL</th>
<th>CLASS 7 MEAN SCORES 2012</th>
<th>K.C.P.E MEAN SCORES 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kanzinwa</td>
<td>236.00</td>
<td>224.96</td>
</tr>
<tr>
<td>Muvinge</td>
<td>201.12</td>
<td>208.66</td>
</tr>
<tr>
<td>Gatoroni</td>
<td>189.77</td>
<td>223.80</td>
</tr>
<tr>
<td>Kamathitu</td>
<td>241.01</td>
<td>177.00</td>
</tr>
<tr>
<td>Kathumulani</td>
<td>223.12</td>
<td>231.50</td>
</tr>
<tr>
<td>Mbangwani</td>
<td>211.11</td>
<td>213.16</td>
</tr>
<tr>
<td>Katse</td>
<td>234.13</td>
<td>225.83</td>
</tr>
<tr>
<td>Nyamanzei</td>
<td>284.00</td>
<td>250.83</td>
</tr>
<tr>
<td>Syomukii</td>
<td>262.10</td>
<td>236.41</td>
</tr>
<tr>
<td>Katuka</td>
<td>263.17</td>
<td>248.00</td>
</tr>
</tbody>
</table>
From table 4.5, it is only 30% of the schools which had a mean score of above 250 marks. This performance trend is witnessed in the last column which has 10% (i.e. 1 school) exam of the sampled schools registering a mean score of above 250 marks at K.C.P.E 2012. 90% of the K.C.P.E mean scores did not concur with the literature reviewed on national mean of 247 to 250 marks on average. 30% of grades seven mean score was far above 250 experienced in the review of literature. This could have been because the population was purposively sampled and a small sample was used in this study. 60% of the sampled schools showed a higher mean score in standard seven as compared to their 2012 K.C.P.E results. This could have been due to the kind of exams they sit and the condition under which the exams are done.

4.4 The school processes

In line with research questions and objective two, the study also had to establish how the school administration conducts some of their activities within the school system. Respondents were asked to indicate when teachers leave school, when teaching start on opening of the schools and the number of repeaters in standard seven. This information was analyzed statistically and information presented in Tables 4.6, 4.7 and 4.8.
### 4.4.1 The time when teachers leave school

100 respondents were requested to indicate the time when teachers leave school in order to determine their perspective to the school setting. The information that was collected was presented in Table 4.6.

**Table 4.6: When teachers leave school**

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately after classes</td>
<td>45</td>
<td>45%</td>
</tr>
<tr>
<td>Before end of lessons</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>Late after lessons</td>
<td>37</td>
<td>37%</td>
</tr>
</tbody>
</table>

Table 4.6 Shows that 45% of the respondents reported that teachers don’t wait for games and they leave for home immediately after the lessons. 18% leave before the end of the lessons and only 37% who delay in schools with the pupils. This is an indication that 63% of teachers in primary schools in Mumoni are not motivated to stay with pupils in schools for any extra service which may boost achievement of pupils in these schools. In terms of attending classes, the respondents felt that 76% of teachers attend their lessons well, 20% attend their lessons fairly and only 4% attend their classes poorly. From the questionnaires, 60% of the class teachers attend class assemblies while 40% of the class teachers do not have class assemblies with their pupils to discuss on the pupils progress. Out of the 10 schools visited 40% had extra teaching in the morning and after classes, while 60% were found to have no single extra teaching of pupils apart from the normal lessons in the block timetable.
4.4.2 Time when teaching start on opening of schools

To learn more on the school processes the respondents were asked to give information on when teachers start teaching especially after the long holidays, the information that they gave was coded and analyzed by use of a simple descriptive statistics and then summarized in table 4.7.

Table 4.7: When teaching start after opening of schools

<table>
<thead>
<tr>
<th>The time when teaching start</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>After one week</td>
<td>1</td>
</tr>
<tr>
<td>During the same week</td>
<td>2</td>
</tr>
<tr>
<td>Same day</td>
<td>3</td>
</tr>
</tbody>
</table>

The above data shows that 70% of the sampled schools start teaching one week later after schools open .30% of the respondent reported that few teachers enter classes during the opening week while no responded in any of the sampled schools, reported teachers to have ever taught in the first day of opening.

4.4.3 Repeaters

Establishing whether there were repeaters in the class seven was crucial in this study in order to well find out their trend in learning process. Respondents were asked to give the total number of pupils in their class and the number of repeaters that were inclusive of the total class enrolment. This was analyzed using a simple descriptive statistics and presented in Table 4.8 and Figure 5.
Table 4.8: Standard seven enrolment and repeaters per school

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolment</th>
<th>Repeaters</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7Syomukii</td>
<td>14</td>
<td>5</td>
<td>35.7%</td>
</tr>
<tr>
<td>Kathumulani</td>
<td>32</td>
<td>23</td>
<td>71.9%</td>
</tr>
<tr>
<td>Mbangwani</td>
<td>36</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Kanzinwa</td>
<td>55</td>
<td>10</td>
<td>18.2%</td>
</tr>
<tr>
<td>Nyamanzei</td>
<td>25</td>
<td>8</td>
<td>32.0%</td>
</tr>
<tr>
<td>Gatoroni</td>
<td>34</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>Muvinge</td>
<td>38</td>
<td>13</td>
<td>34.2%</td>
</tr>
<tr>
<td>Katse</td>
<td>54</td>
<td>8</td>
<td>14.8%</td>
</tr>
<tr>
<td>Katuka</td>
<td>32</td>
<td>6</td>
<td>18.8%</td>
</tr>
<tr>
<td>Kamathitiitu</td>
<td>31</td>
<td>11</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

To help understand these results better, Table 4.4 above was used to draw figure 4.4 below.

The discussion of the results was then done after this figure for better understanding of the results.
Table 4.8 and Figure 4.4 show that despite the government policies on repetition rate, this still continues to be common practice in most of the schools. It can be seen that from the 10 sampled schools, it is only one school which does not have repeaters in standard seven. 50% of the sampled schools had over 30% repeaters in standard seven. Syomukii had repeaters of 35.7%, 71.9% in Kathumulani, 32% in Nyamanzei, 34.2% in Muvinge and 35.5% in Kamathitu primary school. Factors that cause this trend were not factored out in this study.

4.5 The school resources

To find out the extent to which school resources affect academic achievement of pupils in primary schools, respondents were asked to highlight the number of teachers in their schools for both T.S.C and P.T.A and shortages they have in textbooks. Observation schedules were also used to gather information on the condition
of classrooms and play fields. Information collected was coded and then analyzed using observation impression and simple descriptive statistics. Finally, Tables 4.9 and 5.0 were used to present the information.

4.5.1 The staffing of schools

The study sought to find out the condition of staffing in line with the 3rd study objective.

Table 4.9 Staffing in the sampled schools

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>T.S.C TEACHERS</th>
<th>P.T.A TEACHERS</th>
<th>TOTAL</th>
<th>SCHOOL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gatoroni</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>374</td>
</tr>
<tr>
<td>Mbangwani</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>450</td>
</tr>
<tr>
<td>Kanzinwa</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>411</td>
</tr>
<tr>
<td>Kathumulani</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>505</td>
</tr>
<tr>
<td>Katuka</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>160</td>
</tr>
<tr>
<td>Katse</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>456</td>
</tr>
<tr>
<td>Muvinge</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>324</td>
</tr>
<tr>
<td>Nyamanzei</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>298</td>
</tr>
<tr>
<td>Syomukii</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>261</td>
</tr>
<tr>
<td>Kamathitu</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>416</td>
</tr>
</tbody>
</table>

Table 4.9 shows that primary schools in this district have less teachers who are employed by the government in some schools. Most of the schools are left to employ
teachers to supplement what the government can provide in terms of manpower. This is a clear indication that parents have to chip in to pay for non-government employed teachers. From the above information, each school must levy funds to pay salaries of such teachers. It is clear from the table that still these teachers employed by the parents do not supplement the teacher pupil ratio of 1:45 recommended for learning in schools. The table also indicates an acute shortage of teachers in these schools. The teacher pupil ratio in these schools are; Gatoroni 1:54, Mbangwani 1:56, Kanzinwa 1:82, Kathumulani 1:72, Katuka 1:22, Katse 1:41, Muvinge 1:54, Nyamanzei 1:30, Syomukii 1:44 and Kamathitu 1:69. From this data it is clear that the staffing in Mumoni District is wanting. This is so because of the big disparity of teacher pupil ratio of 1:22 in Katuka primary and 1:82 in Kanzinwa primary school. Balancing of teachers in the district did not consider the enrolment of schools ceteris paribus. A school like Nyamanzei with a population of 298 pupils has 10 teachers while a school like Kanzinwa with a population of 411 pupils has only 5 teachers.

4.5.2 Shortage of textbooks in schools

It was noted that all schools that were sampled had shortages of textbooks in various subjects. Table 5.0 shows the subjects and number of schools that were found to share the same shortage of textbooks out of the 10 schools that were sampled.
Table 5.0: Shortage of different textbooks in different schools

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>No. of schools with the same shortage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Social studies</td>
<td>6</td>
</tr>
</tbody>
</table>

It can be noted from the table that science and social studies had an acute shortage in 8 and 6 schools respectively. Shortage in English was found in only three schools. This means that many primary schools give priority to English textbooks as compared to mathematics and Kiswahili. Despite the fact that Kenyan government has provided a vote head for textbooks in her support to providing Free and compulsory primary education, schools still suffer from shortages of textbooks in various subjects. For instance in this study, 3 books were found to be shared among 38 pupils in Muvinge primary school, a ratio of 1:12. From the observation schedule and the response from the respondents, it was noted that 50% of pupils in these schools sat on floor in the lower classes where they also write from. This implied a very poor foundation for the child to do well in the upper classes. 80% of the sampled schools had renovated their upper classes but had dilapidated class rooms at lower grades. From the observation schedules it was realized that 90% of the schools had football pitch, volleyball pitch and netball. 80% of the schools under study had
volleyball net, handball a standard track. However, almost in all the schools, there were enough fields but most of them were not cleared for usage by the pupils.

4.6 Pupil’s characteristics

In line with objective four, the study sought to also find characteristics of students and extent to which they affect academic achievement of pupils in Mumoni district. Respondents were asked to give information in terms of distance from school to their homes, number of children in their families, parental status and education level of their parents. The collected data was coded and keyed in a computer for analysis using the statistical package for social science (SPSS). This information was then presented in Tables 5.1, 5.2, 5.3 and 5.4.

Table 5.1: distance of pupils from home to school

<table>
<thead>
<tr>
<th>Distance in kilometers</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>23</td>
</tr>
<tr>
<td>2-3</td>
<td>52</td>
</tr>
<tr>
<td>4-5</td>
<td>20</td>
</tr>
<tr>
<td>6-7</td>
<td>4</td>
</tr>
<tr>
<td>8-9</td>
<td>2</td>
</tr>
<tr>
<td>10-11</td>
<td>1</td>
</tr>
<tr>
<td>Over 11</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 5.1 shows that 75% of the pupils walk less than 3 kilometers to school. 20% of the pupils walk between 4 to 5 kilometers to school, 4% between 6km to 7 km, 2%
walk 8km to 9 km, 1% between 10 to 11 kilometers and 3% travel for over 11km to school.

Table 5.2: Number of children in a family

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Number of families</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Over 10</td>
<td>8</td>
</tr>
</tbody>
</table>

It is noted from Table 5.2 that the mode for children is 6. 22 families had 6 children, 17% of the families had less than 4 children and 11% had over 9 children in their families. The Table also shows that 56% of the families of the respondents had between 6 to 9 children.
Table 5.3: parental status of the pupils

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total orphan</td>
<td>7</td>
</tr>
<tr>
<td>Partial orphan</td>
<td>15</td>
</tr>
<tr>
<td>Single parent</td>
<td>17</td>
</tr>
</tbody>
</table>

From Table 5.3, 7% of the pupils in standard seven were total orphans, 15% were partial orphans and 17% were single parented. This was a clear indication that 39% of the pupils under this study lacked total parental guidance in one way or the other.

Table 5.4: Education status of elder brothers and sisters of the respondents

<table>
<thead>
<tr>
<th>Grade attained</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not finished primary</td>
<td>81</td>
</tr>
<tr>
<td>Finished class eight</td>
<td>225</td>
</tr>
<tr>
<td>Not gone to secondary</td>
<td>131</td>
</tr>
<tr>
<td>Gone to secondary</td>
<td>94</td>
</tr>
<tr>
<td>Gone to village polytechnique</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
</tr>
</tbody>
</table>

Table 5.4 sought to explain the level of education that was attained by elder brothers and sisters of the respondents. Out of 531 children that were indentified, 225 finished class eight, 94 were taken to secondary school out of the 225 and 131 were left to rot in the villages. Among those children 81 did not finish primary and none of those
who never joined secondary nor dropped in primary school went to village poly
technique.

Table 5.5: Education level of parents

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Number of parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not gone to school</td>
<td>22</td>
</tr>
<tr>
<td>Not finished primary level</td>
<td>44</td>
</tr>
<tr>
<td>Completed primary level</td>
<td>59</td>
</tr>
<tr>
<td>Secondary</td>
<td>26</td>
</tr>
<tr>
<td>College</td>
<td>6</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
</tr>
</tbody>
</table>

In line with the 4\textsuperscript{th} objective, studying on pupils’ characteristics could not be complete without the information about the education level of the respondents. Table 5.5 gives this information in a summary. From this table, 14\% of the parents had not gone to school, 28\% never finished primary level, 37.6\% completed primary education, 16.6\% went to secondary and 3.8\% reached college while no single parent was found to have had university education. This concurs with the reviewed literature that education of parents is a great determinant to academic heights of children.

4.6.1 The challenges to good academic achievement as felt by the respondents

In line with the research questions and objectives, this study sought to find out challenges that respondents felt was a road block to them in the bit of achieving their
academic heights. This was done with a view to suggesting policy recommendations to reverse any negative trend in a bid to curb wastage in the primary school cycle.

Table 5.6 Challenges to good academic achievement by pupils in Mumoni district

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of enough textbooks</td>
<td>1</td>
</tr>
<tr>
<td>Lack of commitment by teachers</td>
<td>2</td>
</tr>
<tr>
<td>Family calls after school</td>
<td>3</td>
</tr>
<tr>
<td>Understaffing</td>
<td>4</td>
</tr>
<tr>
<td>Lack of food in schools</td>
<td>5</td>
</tr>
<tr>
<td>Unpayment of user charges by parents</td>
<td>6</td>
</tr>
<tr>
<td>Lack and poor desks in schools</td>
<td>7</td>
</tr>
<tr>
<td>Language barrier</td>
<td>8</td>
</tr>
<tr>
<td>Poor reading environments at homes</td>
<td>9</td>
</tr>
<tr>
<td>Overcrowded classes</td>
<td>10</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>11</td>
</tr>
<tr>
<td>Poor background from the lower classes</td>
<td>12</td>
</tr>
<tr>
<td>Lack of remedial teaching</td>
<td>13</td>
</tr>
<tr>
<td>Lack of exercise books</td>
<td>14</td>
</tr>
</tbody>
</table>

The above table shows that the main challenges to good performance in these schools and the desire of pupils to achieve better academically includes; one, lack of enough textbooks. Most of the respondents cited an acute shortage of textbooks like in mathematics where 3 books were shared among 38 pupils in Muvinge primary
school, a ratio of 1:12. The study established that there was a shortage of textbooks in all the schools in at least two subjects. A high shortage was realized in science and social studies. Lack of commitment by teachers to address the problem of pupils in the learning process was a main challenge to achieving academic heights of the pupils. The fact that from table 4.3 45% of teachers leave the school immediately after the lessons show that they are not committed to assisting learners beyond the class hours or they are not motivated either intrinsically or extrinsically to stay within the school compound with the pupils. Another challenge is work load back at homes and understaffing. Table 4.9 shows an acute shortage of teachers in almost all the schools which pupils felt was a great challenge to good performance. Table 5.1.1 and Figure 6 below shows the challenges of reading by pupils in their homes.

Table 5.6.1 challenges of reading at home

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home duties</td>
<td>1</td>
</tr>
<tr>
<td>Lack of lighting system</td>
<td>2</td>
</tr>
<tr>
<td>Hunger</td>
<td>3</td>
</tr>
<tr>
<td>Lack of reading materials</td>
<td>4</td>
</tr>
</tbody>
</table>
Among the respondents in this question, 35 boys and 21 girls claimed that they did not read at their homes. 16 girls out of 21 claimed of domestic work when they arrived home as compared to 11 boys who had the same claim. Both boys and girls claimed that they had a problem of lighting system at almost the same measure of 51% and 49% respectively. Despite the provision of Free Primary Education by the government in 2002, there still remain some user charges like uniforms, exams, personal emolument and other levies which led to absenteeism of pupils in schools and which pupils felt were a challenge to good learning. From the observation schedule and the response from the respondents, it was noted that 50% of pupils in these schools sat on floor in the lower classes where they also write from. This implied a very poor foundation for the child to do well in the upper classes. Other
challenges cited under this study included, poor reading environments back at their homes, overcrowded classes, lack of remedial teaching and lack of textbooks and other reading materials.

In the bit to establishing the extent to which the school processes affect pupils’ academic achievement in Mumoni district, it was found that 100% of the schools sat for 2 CATS per term. Three schools (30%) out of the 10 schools sat for 2 CATS per term, while 7 schools (70%) sat for 3 CATS per term. In all the schools, it was noted that pupils arrive to school at 7.00 am and leave the school at 3.20 pm. Despite the fact that teachers were cited to be less committed to their work, 76% of the respondents said that teachers attend lessons well, 20% fairly and 4% poorly. 60% of the schools where the respondents were picked had class assemblies between class teachers and pupils, while 40% did not have these assemblies with their pupils. 90% of the pupils met their head teachers to discuss results and especially after K.C.P.E announcement with only one school (10%) not discussing results with pupils. All schools had 3 breaks per day for pupils to relax but 70% of the respondents cited their schools to start learning a week later after the opening date from the closing holidays.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study, conclusions that have been drawn and recommendations on the way forward based on the findings of the study.

5.2 Summary of the study findings

The purpose of the study was to analyze the trend of academic achievement of pupils at primary schools in Mumoni district, determine the extent to which school processes, school resources, and students’ characteristics affect pupils’ academic achievement in Mumoni district. The study adopted a survey design and data collected was largely descriptive in nature. Data was collected using questionnaires and observation schedules. The questionnaires had three sections which was used to solicit information on academic trend of pupils, school processes, resources and personal students’ characteristics. Purposive sampling was used to select the respondents, female were 50% and the male were 50%. Data collected was analyzed using a simple statistical method. Some of the information was coded then fed in a computer for analysis using a statistical package for social science (SPSS). After the analysis, information was presented inform of Tables and Figures.
5.2.1 Trend of academic achievement of primary school pupils in Mumoni district.

The study established that a continuous evaluation was administered to pupils in all the schools. In Continuous Assessment Test (CATs), there was an improvement from CAT1 to CAT3 in the three Terms and the same improvement was experienced in the three successive terms in the three CATS. A normal curve was found on performance of all the terminal exams from standard four to seven. Few pupils scored between 100 and 200 marks and few also scored over 350 marks. Most of the pupils concentrated between 200 and 350 marks. It was also established that boys performed well in mathematics, science and social studies and girls did well in languages. In all the sampled schools girls’ enrollment was higher than that of boys. In all the sampled schools boys were 153 and girls were 188. The trend of academic achievement of 80% of pupils in the schools under study was negative in the K.C.P.E results.

5.2.2: Extent to which school processes contribute to academic achievement of pupils

The research established a weakness in the schools’ processes in that the respondents ranked commitment of teachers in their task to provide education to the learners as a second challenge to the learning process. In all the schools, it was noted that pupils arrive to school at 7.00 am and leave the school at 3.20 pm. Despite the fact that teachers were cited to be less committed to their work, 76% of the respondents said
that teachers attend lessons well, 20% fairly and 4% poorly. 60% of the schools where the respondents were picked had class assemblies between class teachers and pupils, while 40% did not have these assemblies with their pupils. 90% of the pupils met their head teachers to discuss results and especially after K.C.P.E announcement with only one school (10%) not discussing results with pupils. All schools had 3 breaks per day for pupils to relax but 70% of the respondents cited their schools to start learning a week later after the opening date from the closing holidays. Lastly, 90% of the schools had repeaters in standard seven.

5.2.3: The extent to which school resources contribute to academic achievement

On staffing, the study found out that 100% of the schools were understaffed and the parents had reinforced the staff through employing both trained and untrained teachers in all the schools. Despite tuition fee by the government, all schools under the study had shortages of textbooks with respondents ranking the problem as number one in pooling the efforts of pupils to achieve their academic ladder downwards. On desks it was found out that 30% of the schools visited had pupils who sat on the floor or desks which were at a haphazard condition especially on the lower classes and the upper lower. It was also found that 90% of the schools had play fields but with unmade pitches for pupils to use. The classes were found in bad conditions with very minimal renovation that went on in all the schools.
5.2.4: Pupils’ characteristics and academic achievement

This research found students’ characteristics as a key factor to academic achievement of pupils in schools. Over 75% of the pupils travelled less than 3 kilometers to school and therefore this was not a major challenge to their performance. Out of 100 families, 67% of them had over 6 children. This was a challenge in that the families failed to provide the required support to sustaining children in schools and the opportunity costs remained high. It was established that 7%, 15% and 17% of the respondents were total orphans, partial orphans and single parented respectively, while 61% had both parents. On families’ education level, it was found out that out of 531 elder brothers and sisters of the respondents, 225(42.4%) had not finished standard eight, 131(24.7%) had not gone to secondary school, 94(17.7%) had gone up to secondary level and 81 (15.3%) had not finished primary school level of education with none of those going for a village poly technique. This depicted that 50% of the population in the society knew very little on the benefits of education and therefore, provides very little support to education. It was also found that no single parent had gone up to university level; out of 211 parents 179 had not completed primary education. The study found out that 56% of the respondents did not study at their homes because of family tasks after school, sometimes lack of food at home and lack of lighting system.
5.3 Conclusions

From the findings of this study, the following conclusions were made.

First, enrolment of girls superseded the enrollment of boys in all the schools under study. This showed that the boy child education was endangered if not addressed by policy makers and the educationist. The positive trend of academic achievement for both boys and girls did not depict the results at K.C.P.E in these schools. This could mean that the internal exams done by the pupils are substandard or they are not well supervised and therefore do not depict, the final results at the end of class eight.

On school processes, the study established that 70% of the schools do not start teaching the first week of opening. The way teachers leave school after classes show clearly that they are less motivated in their task which they are endowed to execute by the government. The positive trend in evaluation tests may have been experienced due to the higher percentage of class attendance by teachers. Despite the abolishment of repetition in schools this practice remained rampant in schools.

While the government is committed to provide free primary education to all Kenyan children, the school processes remained wanting in achieving academic excellent.

Thirdly, despite the fact that academic achievement of a pupil is a concerted effort between different players, school resources especially the textbooks and teachers remained a major challenge to academic achievement of many pupils in Mumoni district. A school with a population of 298 pupils had 10 teachers and a school with a population 411 pupils had only 5 teachers. This shows that there is poor balancing of
teachers in the district ceteris Paribus. 90% of the schools had enough play fields but 80% were not cleared for use. This shows little commitment by teachers on the extra curricula activities.

Lastly, in spite the government commitment to ensuring that education system is internally efficient, the parents in the district of study did not accord education the priority it deserved and is seen by their inability to provide lighting for their children back at home and avoidance of family tasks in the evening at the expense of the children. From the study it is noted that pupils experienced food problems back at their homes and in school. Distance from home to school was not a major challenge to academic achievement.

5.4 Recommendations

The following recommendations are made from the study:

5.4.1 Trend of academic achievement

The ministry of education through the office of the District Education Office (D.E.O) should hold meetings with teachers, parents and pupils to discuss the already existing trend of academic achievement among pupils, challenges that face education and create a good rapport between the school and the community for good learning environment. This office should not wait to rush to school always after the parents’ riot.
5.4.2 School processes

More effort should be geared towards building the foundation of the child at the lower primary rather than embarking on standard eight that lost foundation many years back. The study recommends further the introduction of lift-hour sessions to help the academically weak pupils in primary schools.

5.4.3 The school resources

The study indicated that shortage of textbooks was the main challenge to good academic achievement of pupils. In this light, it would be critical for the government to introduce affirmative action while disbursing the money for Free Primary Education so as to ensure that every vote head is used in the purpose that it was intended.

5.4.4 Pupils’ characteristics

The study recommends for active involvement of parents in the provision of education as an investment. Parents should play a key role in providing user charges for their children at school and giving a conducive learning environment at home. The school feeding program should not discriminate between schools in the same region. Lastly the study recommends educational administrators within the districts to hold open forums with the community to educate them on their role towards investing in education instead of relying 100% on the government.
5.5 Areas of further research

Further research is recommended in the following areas:

5.5.1 Similar study should be done in other districts where no such studies have been undertaken.
5.5.2 A study on how district education office interacts with schools and community need to be done in this district.
5.5.3 A study on how different vote heads are used in schools could also add to this body of knowledge and mitigate educational wastage due to inadequate resources.
REFERENCES

Blogger, G. (20120. *Education still remains a great equalizer for the Americans.*

POTG design US.


Chimombo, J. (2000). *Classroom, school and home factors that negatively affect girls education in Malawi.* Centre for Education Research and Training.


Colclough, C., Rose, P., Tembon, M., (undated). *Gender inequalities in*


IDS Working Paper No. 78.


Malekela, G. (1994). "Parents' Attitudes and Strategies towards Education in Tanzania: Are they Changing over Time" In T. Takala (Ed. ... Quality of Education in the Context of Culture in developing counties pp. 113 - 127; Teaching seminars and seminar reports, B 12. Tampere: University of Tampere, Department of Education.


*primary schooling: The roles of poverty and adverse cultural practice.*


APPENDIX I

Students’ Questionnaire

This questionnaire is for research purpose only. Please feel free and respond to the questions frankly. Any information given will be regarded as confidential.

Don’t indicate your name.

PART A: GENERAL INFORMATION.

1. Name of school   

2. Your gender. Male    Female

PART B INFORMATION ON SCHOOL PROCESSES

1. a) Do you sit for CATS during the term? (Tick appropriately).

   Yes    No

   □     □

   b) If yes how many CATS do you sit per term?

   c) How did you score in your CATS this year?

   TERM   CAT1   CAT2   CAT3

   TERM1

   TERM2

   TERM3
6  a) At what time in the morning do you arrive at school?-----------------------------

b) When do you start your classes in the morning?-----------------------------

c) How do your teachers attend classes in the morning? (Tick appropriately)

Well  
Fairly  
Poorly  

d) When do you end your lessons in the during the day?---------------------

e) When do your teachers leave the school? (Tick appropriately)

Immediately after classes  
Before end of the lessons  
Late in the day  

f) Do you have class assemblies with your class teachers? (Tick appropriately)

Yes  
No  

7 a) Do you have any extra teaching apart from the normal class lessons in the block timetable? (Tick appropriately)

Yes  
No  

If yes at what time do you have these lessons?-----------------------------
8. Do you meet with your head teacher and other teachers to discuss on pupils’ academic progress? (Tick appropriately)

Yes [ ] No [ ]

If yes, how many times per year?

9. a) How many teachers are there in your school who are employed by the government?

b) How many teachers are employed by the parents in your school?

c) What is the total number of students in your school?

Girls-----------------Boys-----------------

PART C: INFORMATION ABOUT SCHOOL RESOURCES

1. Do you have enough text books in the school?

   Yes [ ] No [ ]

   If No, which subjects have few text books?


2. How many breaks do you have in a day?
3. After you open the school, when do teaching start? (Tick appropriately)
   - Same day
   - During the week
   - After one week

4. a) How many are you in your class?-----

b) How many repeaters are there in your class?----------
c) How many desks are there in your class?-----------------
d) How many pupils sit in one desk in your class?---------
e) What is the condition of these desks?
   - Good
   - Fair
   - Bad

5. Do you have pupils who do not sit on desks in your class? (Tick appropriately)
   - Yes
   - No

6. What is the condition of your class rooms? (Tick what your class has from the list below)
   - Windows
   - Doors
   - Cemented floor
   - Licking roof
7. Does your school have the following equipments? (Tick if the equipment is there and write N/A where it is not there)

- Football  
- Volleyball  
- Volleyball net  
- Handball  
- Netball  
- Track  

PART D: INFORMATION ABOUT STUDENTS’ CHARACTERISTICS

1.  
   a) How many kilometers is your home from school?-------------------------
   
   b) How many are you in your family?--------------------------------------
   
   c) Are both of your parents alive?
      Yes  
      No  

   If No, are you i) A total orphan  
   ii) A partial orphan  
   iii) A single parent  

   d) Are you the first born in your family? (Tick appropriately)  
   
   

Yes

If No, which number are you in your family from the top?

---

e) Among your elder brothers and sisters, how many have ever gone to secondary school?

f) What is the level of education of your parents? (Tick appropriately)

- Not gone to school
- Not finished primary
- Completed primary
- Secondary
- College
- University

2a) How many marks did you score in the following classes?

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TERM</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
b) What was your performance in the following subjects in standard seven (7)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KISW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c) Do you think your performance is good? (Tick appropriately)

Yes ☐ No ☐

If No, what may be your main challenge to good performance?

i. ........................................

...........................................................................................................

.................................................................................................

ii. .................................

...........................................................................................................

.................................................................................................

iii. .................................

...........................................................................................................

.................................................................................................

iv. .................................

...........................................................................................................

.................................................................................................

3a) Do you absent yourself from school during the normal school days (Tick appropriately)

Yes ☐ No ☐

If yes what might have been the reasons for absenteeism? ---------------------------------

------------------------------------------------------------------------------
a) Do you study always when you go home after school in the evening? (Tick where applicable)

Yes ☐ No ☐

b) If no, what is your challenge behind your studies back at home?

------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------

c) According to your opinion, what do you think should be done for you to perform better than you are performing now?

------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------

------------------------------------------------------------------------------------------------------

Thank you very much for your co-operation

APPENDIX II

Observation Schedules

1. Office
   i. The school timetable
ii. The black books
iii. The register for teachers
iv. Visitors’ book

2. Physical facilities
   i. Desks
   ii. Chairs
   iii. Doors
   iv. Windows
   v. Ventilations
   vi. Play fields

3. General organization of the school
   i. Punctuality and lateness
   ii. Student’ morale
   iii. Pupils’ dressing code
   iv. Notices
APPENDIX III

UNIVERSITY RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com    P.O. Box 43844, 00100
    dean-graduate@ku.ac.ke    NAIROBI, KENYA
Website: www.ku.ac.ke    Tel. 8710901 Ext. 57530

Our Ref: E55/CE/22881/10    Date: 22nd January 2013

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

REF: RESEARCH AUTHORIZATION FOR MR. MUTHENGI TITUS MWANDIKWA -
REG. NO. E55/CE/22881/10

I write to introduce Mr. Muthengi Titus Mwandikwa who is a Postgraduate
Student of this University. He is registered for an M.Ed degree programme in the
Department of Educational Management, Policy & Curriculum Studies in the
School of Education.

Mr. Mwandikwa intends to conduct research for a thesis project entitled, “Trend
Analysis of Academic Achievement Among Primary School Pupils in Mumoni
District, Kitui County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCY N. MBAABULU
DEAN, GRADUATE SCHOOL

LNM/fwk
APPENDIX IV

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 494 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/013/178

Date: 27th February, 2013

Titus Mwandikwa Muthengi
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 18th February, 2013 for authority to carry out research on “Trend analysis of academic achievement among primary school pupils in Mumoni District, Kitui County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Mumoni District for a period ending 31st May, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Mumoni District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR M.K. RUGUT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mumoni District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."