FACTORS CONTRIBUTING TO POOR PERFORMANCE IN PRIMARY SCHOOLS IN THE KENYA CERTIFICATE OF PRIMARY EDUCATION (KCPE) IN GATUNDU DIVISION, GATUNDU DISTRICT, KIAMBU COUNTY, KENYA

BY

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DECLARATION

This research project is my original work and has not been submitted for any other study programme in any university.

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This project has been submitted for examination with our approval as university supervisors.

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DEDICATION

This research project is dedicated to the memories of my late family members, more so my late father Mzee Peter Ngaruiya.
ACKNOWLEDGEMENTS

My very sincere thanks go to my supervisors Dr. Libese and Dr/Sis Itolondo for their positive contribution towards the success of this work.

My gratitude goes to all my lecturers who taught and guided me in my course work in the school of Education.

I am also grateful to the Kenyatta University Bureau of Educational Research for allowing me to use the facility as well as the DEO’s office Gatundu for the valuable information accorded.

I owe my family members many thanks for their unwavering support throughout the entire study period.

My deep appreciation goes to all my friends and colleagues, including Lucy and Dorcas who have been very supportive all through.

The greatest expression of gratitude is to the Almighty God who enables and is the source of all knowledge and wisdom.
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### ABBREVIATIONS AND ACRONYMS

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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>TAC</td>
<td>Teacher Advisory Centre</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
</tr>
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</table>
ABSTRACT

The importance of a National Examination cannot be underestimated in academic development, but in Gatundu District the pupils’ performance has been less than satisfactory. Why were the primary schools in Gatundu Division performing poorly in KCPE? The purpose of the study was thus to investigate the underlying factors for the poor state of KCPE performance. The objectives were to: determine the effectiveness of curriculum supervision and implementation, identify the adequacy and management of physical and material resources, find out the attitude of pupils towards learning, find out the attitude of teachers towards teaching, find out the effectiveness of the supervision and quality control of schools, assess the interaction between the schools and the community and seek views from the respondents on ways of improving KCPE in schools. It is expected that the findings of this study will improve KCPE results in Gatundu as all stakeholders including the QASOS take corrective measures to enhance performance in KCPE in the Division. This study was based on the contemporary organization theory which states that “all systems are characterized by an assemblage or combination of parts whose function is interdependent.” The study adapted the descriptive survey design. The population included the AEO, head teachers, teachers and pupils. The study used both purposive and simple random sampling designs. The sample size was composed of one AEO, 12 head teachers, 12 teachers and 550 pupils. Three types of research instruments were used i.e. a Questionnaire, an Interview schedule and observation schedules. The content validity was tested. Test-retest method was used to test the reliability of the instruments. Pilot study was done in two selected schools. An introductory letter from the University and a permit from MOE was sought. The researcher visited the sampled schools and administered the questionnaires to the teachers and pupils. The researcher conducted the interview at the Area Education Officer’s offices. The data were analyzed by descriptive statistics (frequencies and percentages). Findings were presented in frequency distribution tables and bar graphs. The research findings are: teachers’ prepared professional documents but rarely used them in actual teaching, head teachers supervised the learning/teaching processes, handling of the curriculum was not effective, physical, teaching and learning resources were available but not adequate, pupils had a negative attitude towards learning, teachers had negative attitude towards teaching, there were only three education officers for the quality control of schools and they rarely inspected schools, but they gave advice on quality of education and parents, teachers, learners and members of the community are in constant conflict. Recommendations made are that: schools initiate income generating activities to raise funds to supplement resources donated by the free primary programmes, external and internal supervision should be enhanced in all the schools in the district and schools should improve their relationship with their immediate communities.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This introductory chapter gives the background to the study. The chapter also presents the problem the study investigated, the objectives it attempted to achieve and the research questions it intended to answer. The theory informing the study and a conceptual framework showing the relationship between variables involved in the study are also part of this introductory chapter. A brief statement of the anticipated usefulness of the study, the limitations and delimitations that governed the study and finally, operational definitions of significant terms conclude the chapter.

1.2 Background to the study

"Education is the key to success," was the song in almost every school assembly pupils attended in primary school. Nowadays the populace hardly hears such choruses sung by school children. In fact, not many public primary schools participate in common competitions in folk dances such as was the case in the 70’s and 80’s where the spirit of competition was created and it was largely felt in the academics (Kathuri, 1986).

In many parts of the world, Kenya included, progress from one level of education to the next is determined by performance in National Examinations (Sifuna, 1988). Kenya Certificate of Primary Education (KCPE) determines not only who is to continue to secondary school but also which category of school i.e. national, provincial or just a district school. Pearce (1972) maintains that examinations are used
to identify and define those judged to proceed to the next stage. Similarly Court (1975) observes that the certificate of primary education determines the whole destiny of a child, the better the performance of the child in K.C.P.E, the higher the chances of joining a prestigious secondary school thus determining the chances of joining the university and the prospects of a well-paying job. When an individual progresses, the community progresses and the nation as a whole. No one should be a burden to the growth of the nation. All should contribute their fair share to the national growth. This fact forms the background of this study (Pearce, 1972).

Formal education was introduced to Africa and Kenya by Christians Missionaries in the 19th Century. Their main aim was to spread Christianity and in the process offered some fluency in reading and arithmetic (Sifuna, 1980). The quality of missionary education offered to the Africans during the colonial times in Kenya was low. However, since the attainment of independence in 1963, the Government of Kenya has committed it-self to improving the standards of education at all levels. This commitment arises out of several reasons. Among them is the need to provide education for all as a fundamental human right, as a tool in the fight against poverty, as a vehicle of achieving national goals of development, integration and peace as well as personal development (GOK, 1965). It is for this reason that the Government has from time to time appointed various educational commissions, committees and task forces to address various challenges facing our education sector. Such include the Kenya Education Commission (1964), National committee on educational objectives and policies (1976), the presidential working party on the second university in Kenya (1981), the presidential working party on education and manpower training for the
next decade and beyond (1988), the commission of enquiry in the education system in Kenya (2000); all with an aim of improving the quality of education in the country. At the same time, the government is signatory to international conventions that have emphasized the right of every human being to quality education (UNESCO, 2002). Such include the UN convention on the rights of the child, the convention on the elimination of all forms of discrimination against women (CEDAW) and the World Conference on Education for All (EFA). The Government has developed various policies and strategies to implement the recommendations of these international conventions and protocols. A good example is the sessional paper No. 1 of 2005, a policy document on education and its implementation program known as the Kenya education sector support program (KESSP) (Republic of Kenya, 2005). Here, the Governments focus is on promotion of access, equity, relevance and quality of education; more so basic education.

However, this cannot be realized if some parts of the country continue to record poor performance in KCPE (Abagi & Odipo, 1997). For instance, Gatundu District has recorded the poorest performances in KCPE in Central Province between the years 2008-2011 (see Appendix (F). The poor performance in KCPE defined the need for this study, which attempted to establish the underlying factors behind the poor performance.

1.3 Statement of the problem

An important manifestation of quality of education is better student performance, especially in KCPE examinations. However, since the introduction of the 8.4.4 system
of education, performance in KCPE examinations in Gatundu Division has been unimpressive for all the years under consideration. For instance, the average mark of 227.1 for the District has been below half the total mark of 500 which is the highest mark a candidate can score in KCPE. This trend in KCPE performance has elicited a lot of concern among parents, teachers, students and other stakeholders in Gatundu Division.

The game of blaming and counter blaming has been going round the different circles posing the question, what factors contribute to this poor performance. This study therefore sought to find out what factors has contributed to the poor performance in KCPE in primary schools in Gatundu Division. Table1.1 shows the Division has been taking the last or the second last position in KCPE since 2008 among the five (5) Divisions in Thika District and in Gatundu District in the years 2010-2011. Again, though the margin is not so significant, the KCPE results show Gatundu Division lagging behind other Districts in Central province. These reasons elicited the researcher interest to investigate why Gatundu Division is worst among the worst in KCPE performances.
Table 1.1 Thika/ Gatundu District KCPE Performance in the years 2008 to 2011

<table>
<thead>
<tr>
<th>Ranking</th>
<th>2008 Division</th>
<th>MSS</th>
<th>2009 Division</th>
<th>MSS</th>
<th>2010 Division</th>
<th>MSS</th>
<th>2011 Division</th>
<th>MSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ruiru</td>
<td>264</td>
<td>Ruiru</td>
<td>259</td>
<td>Ngenda</td>
<td>244.3</td>
<td>Ngenda</td>
<td>244.9</td>
</tr>
<tr>
<td>2</td>
<td>kakuzi</td>
<td>246</td>
<td>kakuzi</td>
<td>250</td>
<td>Mangu</td>
<td>239.5</td>
<td>Mangu</td>
<td>238.2</td>
</tr>
<tr>
<td>3</td>
<td>Gatanga</td>
<td>232</td>
<td>kamwangi</td>
<td>231</td>
<td>Chania</td>
<td>227.4</td>
<td>Gitobokoni</td>
<td>229.1</td>
</tr>
<tr>
<td>4</td>
<td>Gatundu</td>
<td>227</td>
<td>Gatanga</td>
<td>222</td>
<td>Gitobokoni</td>
<td>224.3</td>
<td>Chania</td>
<td>222.5</td>
</tr>
<tr>
<td>5</td>
<td>Kamwangi</td>
<td>226</td>
<td>Gatundu</td>
<td>221</td>
<td>Kiganjo</td>
<td>217.9</td>
<td>Ndarugu</td>
<td>218.9</td>
</tr>
<tr>
<td>6</td>
<td>Ndarugu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kiganjo</td>
<td></td>
</tr>
</tbody>
</table>

Source: Gatundu Education Office, 2012

1.4 Purpose of the study

The purpose of the study was to investigate the factors contributing to poor performance in the Kenya Certificate of Primary Education (KCPE) in Gatundu Division, Gatundu District (Kiambu County) Kenya.

1.5 Objectives of the study

The objectives of the study were:

1. To assess the effectiveness of curriculum supervision and implementation in primary schools in Gatundu Division.

2. To find out whether there are adequate physical and material resources (including teaching and learning resources e.g. books, laboratory equipments, materials for games and sports etc) in primary schools in Gatundu Division.

3. To establish the attitude of pupils towards learning in primary schools in Gatundu Division.
4. To establish the attitude of teachers towards teaching in primary schools Gatundu Division.

5. To investigate whether there is effective supervision and quality control of primary schools in Gatundu Division.

6. To establish the interaction between the primary schools and the community in Gatundu Division.

7. To seek views from the respondents on ways of improving KCPE in primary schools in Gatundu Division.

1.6 Research questions

The study sought to answer the following research questions:-

1. How effective is the supervision and implementation of curriculum and instruction in primary schools in Gatundu Division.? 

2. To what extent are the physical, teaching and learning resources available for teaching adequate in primary schools in Gatundu Division.? 

3. What are the attitudes of the pupils towards learning in primary schools in Gatundu Division.? 

4. What are the attitudes of the teachers towards teaching in primary schools in Gatundu Division? 

5. How effective is the supervision and quality control of primary schools in Gatundu Division? 

6. To what extent do the primary schools and the community interact in Gatundu Division?
7. What are the views of the respondents on suggestions of improving KCPE in schools in Gatundu Division in Gatundu Division?

1.7 Significance of the study

It is expected that the findings of this study will improve KCPE results in Gatundu as all stakeholders including the QASOS take corrective measures to enhance performance in KCPE in the Division. This study also aimed at providing information to teachers on the best practices in the improvement of KCPE in Gatundu. It will contribute to the teachers’ improvement in their instructional methods and planning which will eventually lead to effective implementation of the curriculum whose outcomes will be worthwhile. Information useful to both teachers and other stakeholders on the effects of the adequacy of resources has been discussed.

1.8 Limitations of the study

This study was confined only to Gatundu Division (now District) and therefore the findings cannot be generalized to the whole County or Province.

Due to financial constraints, the researcher limited the study to Gatundu Division. The study did not consider performance in each specific subject but the general KCPE performance.

1.9 Delimitations of the study

This study confined itself to the pupils, the heads and the teachers in public primary schools in the Division.
The pupils and the teachers to be included in the sample were those in session in their respective schools by the time of study. Those who were absent or had completed standard eight were not included in the sample even though they might have had good inputs.

1.10 Assumptions

The following assumptions were made in the study:

1. That the teachers in the sampled schools are well trained and dedicated to their jobs.

2. That the pupils in the sampled schools are highly motivated to learn.

1.11 Theoretical framework

This study was based on the contemporary organization theory. The contemporary organization theory is a social systems theory initially developed by Ludwig von Bertalanffy (1956), a biologist. The theory states that “all systems are characterized by an assemblage or combination of parts whose function is interdependent.”

The concept of a system can be defined as a set of interrelated elements that function as a unit for a specific purpose. Systems are divided into two main classes i.e. “open” systems which interact with their environment and “closed” systems which do not interact with their environment. The social systems theory generally deals with the open systems.

The open system theory generally recognizes that all organizations are unique – in part because of the unique environment in which they operate – and that they should be
structured to accommodate the unique problems and opportunities. Environmental influences that affect open systems refer to the cultural values (which shape views about ethics and determine the relative importance of various issues.), economic conditions and the legal/ political environment which helps to allocate power within a society and to enforce laws.

The open system framework starts with the proposition that all social organizations share certain characteristics, among which are the following: As open systems, organizations receive resources (inputs) in both human and material forms and transform these into products and services (outputs) using internal social and technological processes (throughputs).

The school as a social system receives inputs (students, teachers, funds, technology, laws, school board policies, community values), transforms them into an educational program and produces graduates (outputs) with certain social norms and skills. Open systems export their products to the external environment and these outputs usually become inputs of other organizations. After acquiring the necessary skills, attitudes and knowledge, our primary school graduates are supposed to join the secondary school system. That is why the KCPE examination is crucial in determining who joins which school. Internally organizations depend on the effective functioning of interdependent subsystems, each of which is defined in terms of the role it plays in the overall system. Each sub-system carries out a series of required activities hence the structural division of labor, specialization and hierarchy.
The inter-dependent sub-systems in a school include the following:- Organizational structure i.e. pupils, teachers and the non-teaching staff; further grouped into various departments and the class levels from standard 1-8. In a school setting the people in each unit must work in harmony because the performance of one department will affect the performance of the entire system. Material resources like buildings of classes, libraries, dormitories, etc. Teaching/ Learning materials like books, charts etc. Work tasks i.e. Teaching/ Learning activities, supervision, disciplining, guidance and counseling etc. open systems seek equilibrium or a stable state both internally and in relation to external forces and they achieve equilibrium through a constant process of adaption to their environment.

The school as a social system does a lot of interaction with its external environment of which it is part of as a school cannot succeed as an island on its own. Social systems are open systems; therefore schools are affected by state mandates, by politics, by history and other environmental sources. Social systems are so normative, so schools have formal rules and regulations as well as informal norms that prescribe appropriate behavior.

They are also sanction bearing; having formal mechanisms such as expulsions, suspensions, terminations, tenure and promotions as well as informal sanctions that include the use of sarcasm and ridicule.

Finally, social systems have distinctive cultures: schools have a dominant set of shared values that influence behavior. Feedback in the form of information about
environmental responses to organizational activities (outputs) is used to keep the system on course with regards to its goals and evaluate performance of the organizations and its sub units.

The school administration receives feedback from a wide variety of sources (parents, Ministry, alumni, and community groups). If the feedback is positive the school decision-makers will probably continue to do what they have been doing. If on the other hand the feedback is negative, the normal reaction is to respond adaptively by trying to bring outputs into line with the demands of the environment.
1.12 Conceptual framework

The school as a social system can be conceptualized as follows:

1) **ENVIRONMENT/ COMMUNITY**

All the elements outside the system that have the potential to affect all or part of the system e.g. school/community relations, ministerial policies etc.

2) **INPUT**

Resources are taken or received from an external environment.

3) **THROUGHPUT**

The process of conversion/ transformation of resources within the system e.g.

- Pupils (sex, personality/ character, home background.)
- Human resource (head teachers, teachers, nonteaching staff, QASOS)
- Teaching/ learning resources (books, charts etc)
- Physical/ material resources (class rooms, desks, chairs, toilets)
- Recreational facilities (playing fields, clubs)

4) **OUTPUT**

The work of the system exported back to the environment (school leavers whose performance implies a measure of the knowledge and skills gained.)

5) **FEEDBACK**

A continuing source of information concerning the relationship with the external environment used to make the necessary changes in order to survive and grow e.g. parents, alumni, sponsors etc.

**Figure 1: The Open System of Organization**
1.13 Definition of central terms

The following terms are used in the study:-

**Primary Education**  Refers to the level of formal education that precedes Secondary School.

**Performance**  Refers to the pupils’ level of achievements / attainment of knowledge and skills compared to others. It also shows the position of schools with respect to others.

**Zone**  The smallest unit in the central government under a district consisting of a cluster of schools manned by a zonal quality assurance and standards officer.

**Inspection**  Refers to overseeing the condition and maintenance of resources as well as terminal evaluation of performance and organizational effectiveness.

**Enrollment**  Refers to the act of making someone an official member of a group or organization. In primary education it means the registration of pupils in primary schools.

**Resources**  Refers to the manpower (teachers), equipments, materials and facilities that are used to enhance learning and teaching.

**Learning resources**  This includes physical facilities like classrooms, libraries, laboratories and materials such as books and charts.

**Free Primary Education**  Refers to a situation where access to primary education is without any fees or levies.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter deals with a review of related literature on factors contributing to poor performance in primary schools. The researcher reviews documents and reports from various sources that have to do with issues like: - the effectiveness of curriculum supervision and implementation, the adequacy and management of physical and material resources, the attitude of both teachers and pupils, the effectiveness of the supervision and quality control of schools and school community relationship.

2.2 The effectiveness of supervision and curriculum implementation in the primary schools

Syllabus coverage determines pupils’ performance in examination because, pupils are tested generally from any topic in the syllabus and if any school doesn’t cover all the topics in the syllabus, and then it will be disadvantaged. Proper syllabus coverage will depend on time management in the school by head teacher, teachers and students. Campbell (1986) observes that effective and efficient management of curriculum and instruction in educational institution in basic prerequisite for stability and improvement of academic performance. Comber and Keves (1973) stated that within limits, the more hours allowed to instruction in subject, the higher the achievements. Similarly at the end of primary school, the more the homework given and corrected the better the students performance in examinations. This implies that good time management by the teachers would ensure effective syllabus coverage. The current study explored whether this was the case in Gatundu Division.
Eshiwani (1986) affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examination. Frequent exposure of students to test can improve examination performance, promptness in giving and making homework assist in identifying areas of weakness to be improved. When there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction, this can enhance better syllabus coverage.

Learning time can be maximized when classroom time is used effectively; i.e. when teachers waste less time by starting and ending instructional activities, select curriculum materials which are appropriate to the students and when teachers spend more time preparing for the lessons, these preparations raises the quality of instruction and coverage of syllabus within specified time and improves students achievements. Kimani (2002) asserts in his study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners notebooks. His study found out that through delegation of duties, head teachers assign heads of department to scrutinize schemes of work and record of work covered by the teachers. However, this study tries to qualify that by looking at professional documents like schemes of work, lessons notes, lesson plans, and records of work, and then the teaching and learning of the subject in question is effective. This is not necessarily the case since all these could be put in place but the use of this document in the teaching and learning process matters a lot. Mtume (2005) carried out a survey on the role of head teachers as instructional leaders in private schools in Nakuru dioceses. The study utilized questionnaires interview guides and
observation guides to collect data. His study found out that there were many breaks because of meetings and that the head teachers were notoriously absent from school.

The head teacher should support the teachers through lesson observation, professional counseling discussions on professional documents, learners’ participatory assessment methods and provision of feedback to learners. According to Mbithi (1974) administration is defined as a formalized system which is intended to control, supervise, plan and make decision about basis of established authority. Duignan (1986) identified that school leadership are a crucial factor in the success of a school. Duignan mentioned activities that constitute effective leadership by the school principal to include; setting an atmosphere of order, creating a climate of high expectations of staff and students, encouraging collegial and collaborative relationships and building commitment among students and staff to the school goals. Furthermore the headteacher has a role of translating educational policies and objectives into programme within the school. The headteacher is also expected to execute administrative function as well as instructional supervision. To carryout his role effectively he should be knowledgeable in managerial skills which would enable him to plan, supervise, control, evaluate and make proper decision. An effective headteacher plays his/her role in six task areas, which includes, pupils personnel, staff personnel, school community relation, provision of physical facilities and financial management.

Kathuri (1986) noted that there was a positive strong relationship between the quality of administration, in a particular school and performance in K.C.P.E Examination. He
maintained that the first aspect of administration is staff meeting such meeting gives headteacher an opportunity to convey any useful information. Teachers are also expected to air the views on how the school should be managed. The head teacher also does other duties which are important for facilitation of curriculum instruction. Sifuna (1988) asserted that factors such as lack of clear communication, poor relationships between head teachers, teachers and students, inefficient instructional policies and practices, and leaving parents out of school activities contributes to poor performance in high school. The objective of the researcher was to find out whether the management of curriculum implementation and supervision in the primary schools has any influence on KCPE performance in Gatundu Division.

2.3 The adequacy and management of physical and material resources (including teaching and learning resources e.g. books, materials for games and sports etc.)

Schools with adequate facilities such as text books and other instructional materials stand a better chance of having better results than poorly equipped ones Kombo (1988). Psychologists assert the same, with the suggestion that “All that we hear and see we learn about ten percent through our sense of hearing and eighty percent or more through the sense of sight. We retain twenty percent of all that we hear and half of all that we both see and hear (Kombo, 1988). This view therefore indicates that the use of a variety of teaching aids could benefit students in that their chances of perception, understanding and retention of subject matter greatly improve.
Kabui (1992) found out that there was a relationship between availability of text books and achievements, where the main activity was problem solving. To the young inexperienced teachers, textbooks are very important because they depend on them more than the experienced teachers. Lack of adequate textbooks therefore makes teaching a very difficult task for such teachers. Eshiwani (1988) noted that one of the factors that caused poor KCPE performance was lack of learning and teaching materials, which caused lack of motivation to learners. Eshiwani (1988), indicates that most schools which perform poorly spend less money on the purchases of teaching/learning resources.

Court and Ghai (1974) recognize the distribution of resources such as textbooks and equipment as a major factor that accounts for scholastic differences among schools. Berthoud (2000) observed that as they teach, good teachers keep in mind both what they teach and what they teach with. It is the proper organization of learning resources and use of appropriate teaching and learning strategies which enhance the acquisition of the subject matter. Physical facilities like classrooms, libraries, workshops, laboratories and the nature of environment for learning contribute effectively to performance. Gakuru (1982) indicates that the condition of school buildings is an important aspect in the learning process. For example, teachers are able to leave their teaching aids in classrooms with lockable doors and windows for as long as they wish. Those who are forced to pull them down at the end of every day feel unmotivated to use them. The Government of Kenya in the Koech Report (1999) noted that congestion within classrooms affect the teaching/learning environment.
The quality and adequacy of physical facilities and equipment have a direct bearing on quality of education. This is because sufficient quantity and quality resources and facilities determine how effectively the curriculum is implemented.

However, it is important to note that schools with abundant resources may not always utilize them efficiently for the utmost benefits of raising the students’ level of performance while those with limited resources may utilize whatever they have efficiently to raise the standards of teaching/learning and performance. Learning resources and materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum. These resources range from classrooms, desks, science equipments laboratories, textbooks and other materials. Lack of these facilities in the school will definitely have negative impact on the academic achievements of the students and also affect implementation of the curriculum. Studies concerning academic performance conducted by Kathuri (1982) and Orodho (1996) found that there is a positive and significant relationship between students’ achievements in physics and chemistry and the level of adequacy of science textbooks, laboratories, textbooks and exposure to practical exercises. Availability of teaching and learning resources contribute a lot to students achievements.

Eshiwani (1983) stated that difference in school facilities such as libraries, laboratories, playing fields and electricity would seem to account for difference in achievements. He found that the schools that performed consistently well possessed adequate facilities. Thus the presence or absences of school facilities could dispose
high achieving and low achieving schools. In another similar study Eshiwani et al (1988) observed that most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Lack of adequate textbooks and teaching materials makes teaching difficulties as students are unable to do their oral or written work during class lesson. Kombo (1988) affirmed that availability and the use of teaching aids/resources in schools are among the factors which may explain why poor performance in examinations is a characteristic of secondary schools. According to him schools with adequate resources such as laboratories, textbooks, and other instructional materials would stand a better chance of having better results than poorly equipped ones. The availability and the use of teaching and learning resources could contribute to high level of quality of education and performance of students. However schools with abundant teaching and learning resources may not always effectively utilize them and this may also result in student poor performance. The objective of the researcher was to find out whether the adequacy and management of physical and material resources (including teaching and learning resources e.g. books, materials for games and sports etc.) has an influence in KCPE performance in schools in Gatundu Division.

2.4 The attitude of pupils towards learning
Attitude is an important aspect in learning and it can either hinder or enhance the learning. Therefore a pupil who is highly motivated to learn and sees its usefulness can make better progress than one who has a lower degree of aspirations, interest and motivation. If one is motivated to learn, he/she appreciates its value and chances to perform in it are too high (KESSP, 2006). Wilkins (1987) asserts that when a class
consists of voluntary learners a certain degree of self-motivation can be taken for granted and exploited, but when learners are not volunteers, the teacher must stimulate and retain the motivation. The same view is expressed by Moko no (2004) not much was happening to change the negative attitudes of pupils towards learning despite there being set school policies. Soakpa (2005) carried out a study on the attitudes of primary school learners towards learning in the Democratic Republic of Congo. The study used survey design and questionnaires to collect data and his study found out that socio-economic background of the learners affected their attitudes towards learning given that they associated it with the rich in society.

Learners’ attitudes toward learning grow increasingly negative as they progress through school (Majoribirik, 2000). Similarly; Neagley (1980) on learners’ attitude toward learning in primary schools agrees that though overall enrollment in primary schools has risen over the past decades, learners’ conceptual participation in schools remains deficient. In addition, this situation is exacerbated for females who have more negative attitudes towards learning (Nunan, 2000). To a majority of learners however, context has an important influence on female learning process (Pincent, 1962). Russel (1985) on pupils’ interest in learning, (a survey in Finland) attributes interest as a characteristic of a person. It is aroused as a function of interestingness of a content and context and partially under the regulation of the teacher (Todd, 2000). Interest can also be conceptualized as an integrated component of an interrelated network of psychical, social and physical factors in a certain learning situation (Fullan, 1991).
Mc Diarmid (1995) on gender gap and classroom interactions: Reality or Rhetoric, found out that 63 per cent of boys said they liked learning, and this fell to 37 per cent for girls. Child-rearing practices which diminish learners’ self-confidence may be particularly detrimental to their education. Halliday (1977) found that in Wales’s, girls and boys tend to rate mathematics among the most difficult subjects at school. But whereas boys will prefer subjects and choose to study them in spite of their difficulty, girls tend to prefer the subjects they think are easier. The objective of the researcher therefore, was to determine whether learners’ attitude towards learning have any influence on KCPE performance.

2.5 The attitude of teachers towards teaching

Getau (1983) carried out a study on the present situation regarding the teaching and learning in primary schools of Kikuyu Division. His study revealed that policies in education, which reflect the attitudes of policy makers, have been responsible for the attitudes pupils have towards learning. His study found out that with those policies, certain subjects had been given a lot of emphasis from upper primary onwards than others. Thus pupils and teachers through this develop a negative attitude towards certain subjects. However this study did not address the fact that these attitudes have a big role to play in the teaching and learning process and consequently the KCPE performances. The current study explored the ways in which the attitudes of learners and teachers affect the teaching and learning and their influence on KCPE performances. This is because teachers influence to a large extent, the effectiveness of teaching and learning process and all this depends on their attitudes towards their work and the learners’ attitudes too.

22
Mwale (2001) carried out a survey in Malawi on secondary school learners’ attitudes towards the teaching and learning in primary schools. The purpose of the study was to examine the learners’ attitudes towards learning and their effect on performance. The study found out that majority of the learners disagreed that they hated learning. The learners had a strong desire to learn. However, teachers frustrated them by embarrassing them. The study used a Likert scale as the main instrument for the study, which is an appropriate instrument in measuring attitude. This study found out that the learners can be interested but if the teachers cannot use positive reinforcement, they kill the morale in the learners. The above study did not investigate the causes of the negative attitudes in the teachers an area that the current study explored. There is a correlation between attitudes, self-concept and teaching effectiveness that reveals that when teachers were teaching effectively, there was a closer relationship between attitudes and self-concept than when teaching effectiveness was varied. The satisfaction of a teacher is positively related to his/her achievements in the good performance of his/her pupils/students Kibui (1995).

A teacher should be a prospector looking for gold (Branden, 1995). Efumbi (2002) suggested that instead of a teacher being authoritative and a strict disciplinarian who punished children if they talked in class, he should be a guide and a facilitator. He should organize group activities, allow pupil movements and talk and also allow the pupils to initiate their own activities. A good teacher is one who is creative in selecting appropriate teaching-learning strategies that motivate the interest of his/her learners. Eshiwani (1988) in his findings asserts that extra tuition to pupils who are preparing for a national examination is very important.
The attitude and expectation of learners are greatly influenced by their teachers (Breakwell, 2000). The pupils learning in particular offer is likely to win approval from parents, teachers and peers. Consequently, very few pupils will join school unless they receive considerable encouragement and a model to do so from their teacher. In addition, teachers play a central role in the creation of self-differentiated values and self-perceptions. These effects are not necessarily intentional; teachers are often unaware of things they are doing which discourage their pupils from studying (Jordanova, 1980). The objective of the researcher was to find out whether teachers’ attitudes towards teaching have any influence on KCPE performance.

2.6 The effectiveness of the supervision and quality control of schools

The quality assurance and standard is responsible for the control of the quality of education at all levels throughout the country. This is achieved through inspection, guidance and advice to all schools in the country. Such inspection includes visits to institutions for checking on facilities, equipments, administration and actual teaching by individual member of the staff. During such visits, quality assurance and standard officer may give advice to both head teacher and staff on such matter necessary to improve the quality of instruction in the school.

Mbithi (1974) identified the overall role of the inspectorate as that of “controlling the quality of education at all levels throughout the country through inspection, guidance and advice to all schools in the country”. To this extent then the key role of inspectorate personnel concerns activities which ensure that the supervision of education programmes and resources are carried out efficiently. Among such
personnel are the district quality assurance and standards officers. The concern of such personnel would be to make sure that educational administrators perform their roles as expected and that instructional practice is conducted within the reasonable bound of set objective. Inspection and supervision must be carried out periodically so that the standards of education are regularly assessed and controlled.

The inspection and supervision reports are meaningless unless they are followed by action. Supervision must be comprehensive in scope and it should be directed towards all factors involved in pupils learning. Supervisor must be more experience than the teachers they supervise; provision should be made to aid school inspectors’ easy access to the schools. With little inspection, schools are likely to continue performing poorly. King (1991) observed that with minimal supervision in many areas, it is not surprising that absenteeism is common and that many teachers try to combine teaching with business interests (p146). However understaffing is great impediment to the QASO to effectively carry out their important role of ensuring quality education. Olembo (1992) mentioned that: The explosive growth of schools in Kenya has led to the number of inspectors being inadequate to the number of schools particularly primary school which are adversely affected by the increasing enrolment (p142).

The importance of monitoring is for screening facilitators, reviewing materials, monitoring classes to be sure the facilitator shows up, and planning recognition activities for both facilitators and learners who complete the primary level of education. King (1991) identifies what to supervisor, tools and skills to be used in a functional education programme. According to King, the following are supervised:
output, attendance, drop-outs, enrolment, and level of participation, quality of discussions, supply and use of materials and content and quality of participants’ books. Tools to supervise are: class registers, record books, timetables. There are three priorities for a supervising and assessment system programs: to document the number of learners who participate, to document the number of instructional or contact hours the learners receive, and to measure and document levels of skill in reading, writing gained through participation (King, 1991). The government envisions a monitoring system that would engage and, indeed, inspire all stakeholders. Monitoring and assessment would be effective only if each of the stakeholders finds value in it. Learners, instructors, government and other educational players are identified as the primary stakeholders. Learners have an interest in monitoring and assessing their learning and should be full participants in the assessment process. Inspectors have an interest in a system that facilitates teaching and learning and informs instruction and program development. Government has an interest in seeing the learning enhanced and requires reliable ways to measure changes in literacy rates.

In most counties, there is inadequate and irregular monitoring of programmes: Monitoring of programmes is a vital ingredient for successful implementation and should be integrated in the programme plan. Unfortunately, most of the time, this is hardly the case. Adequate funds are not provided and required information about status of programmes is not readily available. According to Obasi, governments should invigorate adult learning through proper accountable and monitoring measures. There is therefore need for valid and reliable quantitative and qualitative data to inform our policy-making in adult learning and education. The following objectives
should guide the supervision process: (a) investing in a process to develop a set of comparable data indicators supervision (b) regularly collecting and analyzing data and information on participation and progression primary education programmes, disaggregated by gender and other factors, to evaluate change over time and to share good practice; and (c) establishing a regular monitoring mechanism to assess the implementation of the programme (Efumbi, 2002). The objective of the researcher was to find out whether the supervision and quality control of schools in Gatundu Division has any influence on KCPE performance.

2.7 The interaction between the schools and the community

A school is a community within a wider community. Children come to school from different backgrounds and experiences. The learners and their parents expect the school to mould and shape them to become useful to themselves and society. For the overall development and the success of the school, the school administration should work closely with parents and other stakeholders Wango (2009). This is, because the home will influence the children's behavior at school just as the school influences their behavior at home. Therefore, the school should provide a fertile ground on which the learners mature into wholesome, all-rounded adults replicating a positive home environment for pupils/students to thrive in not only in academics but also psychologically, physically, socially and spiritually. This can be attained where the school provides safety and security, warmth and acceptance, cultivates discipline and instills core values in the learners. While in school and outside of it, the child should feel loved, protected and supported Wanjama (2006. Neither the child nor the school should be isolated from the wider community and the outside world. This is because
parents, teachers and the local community (leaders, education officers, religious leaders, Non-governmental organizations e.t.c.) play an important part in the formation of positive school ethos and the moral upbringing of the child. The country has certain values embodied in education philosophy that should be perpetuated by the school. From these wider values, the school derives its own values. These values support the general principles of human integrity including equity of opportunities, personal and social development.

The values are important to the personal development of each individual as well as the well-being of the school as part of the wider community. These values should be imminent in the school motto and mission. The school rules and regulations should enhance the values of the community. All members of the school prescribe to and adhere to an acceptance code of conduct. The school is well placed to instill social morals and at the same time support all children including those with special needs, emotional, financial and other difficulties. The school should create a happy positive atmosphere and enhance the pupils/students welfare services through co-curricular and cultural activities such as games and sports, pastoral programmes, clubs and societies that enable them interact with the local community through public projects e.g. cleaning of markets and tree planting, charity walks to raise funds e.t.c.

The school administration should thus foster good relations with the community—including the international community so that the community can participate in the schools infrastructure to improve performance. The school academic performance can be influenced by school community relations. The perception by the community of the
importance and relevance of schooling to their children and the extent to which members of the community perceive education as an important avenue to occupational and social status contributes a lot to the students commitment to work hard to produce good result. The community involvement through P.T.A and B.O.G can be an instrumental force in bringing out the best academic performance in school. Their co-operation in maintaining school discipline initiating projects, offering moral support to both students and teachers can lead to smooth running of the school.

Olembo (1992) notes that co-operation through the recognition of each teachers contribution to improve instruction can improve performance. The school community relationship can be expressed in many ways such as community participation in school events, community criticism of school programmes discussion and meeting with community. Some community members may publicly criticize school personnel especially teachers through mass media or during public meeting, for example if the examination result were poor the parents and other community members put all the blames on the teachers, without even bothering to know the causes of such poor performance. In some cases the interference from religious leaders and politicians in the school affairs has negative consequence on the school academic performance. Eshiwani (1983) stated that schools were often battleground for those with political ambition or religious leadership. This affects the smooth running of the school and has tremendous impact on the school programmes (p 31). The members of the community may sometimes become indifferent, hostile and uncooperative towards school affairs and programmes. They may be unfriendly if the headteacher does not belong to the same ethnic group as them, and he is considered to have been imposed on them. In
such case the community may be unwilling to participate in the welfare of the school, resulting installing of school programmes and projects which depend in their moral and financial support. This would eventually lead to school poor performance.

The social and cultural practice within the community exert some influence in school academic performance, schools are established by the society, exist within the society and for the society. The social cultural practices within the society have an impact on the school either positively or negatively. The objective of the researcher was to find out whether the interaction between the schools and the community in Gatundu Division has any influence on KCPE performance.

2.8 Summary
The review of related literature dealt with variables that may affect performance in our schools. The internal factors include availability of resources, management of the curriculum, the attitude of teachers and pupils. The external factors are the interaction between the schools and the community and schools inspections hence bringing the point home that the school is a social system. Various scholars have studied supervision and curriculum implementation in primary schools in terms of syllabus coverage and formative evaluation. Kimani (2002) asserts in his study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners notebooks. However, these scholars have not related the curriculum implementation with summative evaluation (KCPE). The current study dealt with the effectiveness of supervision and curriculum implementation in relation to KCPE. The quality and adequacy of physical facilities
and equipment have a direct bearing on quality of education. Lack of adequate
textbooks makes teaching a very difficult task for teachers. Gakuru (1982) indicates
that the condition of school buildings is an important aspect in the learning process.
The Government of Kenya in the Koech Report (1999) noted that congestion within
classrooms affect the teaching /learning environment. Whereas these findings points
out at the importance of physical, teaching/ learning resources in teaching learning
processes, no relationship has been made in regard with KCPE performances. The
current study closed this research gap.

Various scholars have explored the attitude of teaching and learning in primary
schools. Soakpa (2005) noted that learners’ attitudes toward learning grow
increasingly negative as they progress through school (Majoribirik, 2000). Mokono
(2004) noted that not much was happening to change the negative attitudes of pupils
towards learning despite there being set school policies. These studies did not show
how negative attitude of pupils towards learning affected final examinations. This
study attempted to close this research gap.

Mwale (2001) carried out a survey in Malawi on secondary school learners’ attitudes
towards the teaching and learning in primary schools. In addition, the attitude and
expectation of learners are greatly influenced by their teachers (Breakwell, 2000).
These studies and others have not connected the attitude of teachers and the final
primary school examinations. The current study attempted to fill this research gap.
The quality assurance and standard is responsible for the control of the quality of
education at all levels throughout the country. To this extent then the key role of
inspectorate personnel concerns activities which ensure that the supervision of education programmes and resources are carried out efficiently. Olembo (1992) mentioned that: The explosive growth of schools in Kenya has led to the number of inspectors being inadequate to the number of schools particularly primary school which are adversely affected by the increasing enrolment. According to all the studies, the quality assurance and standard officers have concentrated on enrollment, finances, resource utilization and the inadequacies of both physical and human resources and ignoring their effects on KCPE performances. This research attempted to close this research gap. Finally no studies have connected the interaction between the schools and the community on the KCPE performances in Gatundu Division, an area that this research concentrated on.
CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter includes the research design, location of study, population and population sample, research instruments, data collection procedure and data analysis plan.

3.2 Research design

This research followed a descriptive survey sample design. According to Weirsma (1980), surveys are research studies conducted in order to establish the status quo. Surveys can, he states, be useful for gathering facts in order to establish important and useful information for the educational enterprise. Survey methods collect data through questionnaires or/ and interviews (Orodho, 2005). In this study, the purpose was to investigate the factors contributing to poor performance in KCPE in Gatundu Division of Gatundu District. Both questionnaires and interviews were used to collect data in this study.

According to Gay (1992), surveys attempt to collect data from members of a population for the purpose of establishing the current status of that population with respect to one or more variables. The survey design was selected for this study because the study was involved in describing, recording, analyzing and reporting conditions, as they currently exist (Kothari, 1985). In addition, the descriptive survey was the most appropriate for this study because in the study, the researcher collected information on the factors contributing to poor performance in KCPE in Gatundu Division of Gatundu District without manipulating any variables.
3.3 Study Variables

The independent variables for this study were the factors contributing to poor performance in KCPE in Gatundu Division. These factors are poor curriculum supervision and implementation, inadequate provision of physical and material resources, negative attitude of pupils towards learning, negative attitude of teachers towards teaching, ineffective supervision and quality control and poor interaction between the primary schools and the community in Gatundu Division. The dependent variable was poor performance in KCPE among pupils in Gatundu Division.

3.4 Study locale’

The studies covered Gatundu Division of Gatundu District in Gatundu South constituency. Gatundu town is roughly a distance of 45 km from Nairobi. The communication infrastructure is generally good in most of the places except Ndarugu Zone where the roads become impassable during the rainy season. The Division is subdivided into three educational zones namely, Ngenda, Ndarugu and Kiganjo. Nginda has 16 public schools, Kiganjo 18 and Ndarugu has 19 public primary schools. The Division has a total of 53 public primary schools. Economy in the region is mainly agricultural. While the upper zones in Ndarugu and Kiganjo are based on tea-growing, Ngenda is mainly a coffee growing zone. Other agricultural activities in the area include dairy farming and a bit of horticulture. The researcher picked on this location because she is in school administration (principal) in the District. The Primary Schools in Gatundu are secondary schools’ feeder schools. As a result of the low performances, majority of the pupils end up in the district schools category. Their low entry behavior also affects the KCSE performance. The opinion of the researcher was
that the foundation for secondary school education is laid via the primary school. A student who has had poor foundation may not cope well in the secondary school. With the recent creation of Gatundu District from the larger Thika, there is a growing concern among Secondary School heads that there may not be sufficiently qualified KCPE candidates to fill up form one vacancies in the new districts provincial schools like Muhoho High School which have previously been relying on Thika / Ruiru / Kakuzi zones. If the trend of poor KCPE performance continues, our secondary schools KCSE performances would also come down. This is the justification of this study: better Primary School performance for better Secondary School performance.

3.5 Target population

The target population in this study was all the public primary schools in Gatundu Division. There are currently 53 public primary schools in Gatundu Division. The study also targeted all the head teachers, all the standard eight class teachers and all Std 8 pupils in the 53 public primary schools in Gatundu Division. The study also included all the three AEOs in Gatundu Division. The standard eight class teachers were targeted by this study because they are the major agents of curriculum implementation as they receive, interpret and implement any curriculum package including evaluation. In addition, they are the ones who compile and analyze examinations results of the pupils in class eight. Head teachers were important in the study because they have authority to supervise, coordinate and plan the curriculum implementation in the schools. The AEOs were also involved in the study because they are responsible for the control of the quality of education at primary and secondary school levels in the Gatundu Division. The standard eight pupils were
included in the study because they were the major recipients of the curriculum implementation and also better placed to answer questions concerning KCPE than other pupils in the lower classes. The target population is shown in Tables 3.1.

<table>
<thead>
<tr>
<th>Zone</th>
<th>Head teachers Males</th>
<th>Head teachers Females</th>
<th>Std Class teachers Males</th>
<th>Std Class teachers Females</th>
<th>Standard 8 pupils Boys</th>
<th>Standard 8 pupils Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngenda</td>
<td>14</td>
<td>6</td>
<td>13</td>
<td>7</td>
<td>437</td>
<td>416</td>
</tr>
<tr>
<td>Kiganjo</td>
<td>14</td>
<td>5</td>
<td>13</td>
<td>6</td>
<td>506</td>
<td>513</td>
</tr>
<tr>
<td>Ndarugu</td>
<td>11</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>370</td>
<td>389</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>14</td>
<td>35</td>
<td>18</td>
<td>1313</td>
<td>1318</td>
</tr>
</tbody>
</table>

Source: Gatundu Education Office, 2012

3.6 Sample and sampling procedures

Simple random sampling involves the selection of a sample in such a way that every unit has an equal chance of being represented. In this study, the simple random sampling procedure was used to select the primary schools, head teachers and standard eight class teachers of primary schools in Gatundu Division. Consequently, a total sample size of 12(22%) schools 12(22%) head teachers (6 males, 6 females) and 12(22%) standard eight class teachers (6 males, 6 females) were selected for the study. According to Gay (1981), at least twenty percent of the population forms a representative sample for descriptive survey. Since primary school level has eight grades, the researcher used purposive sampling to select the standard eight grades from among the 12 selected schools. According to Mugenda and Mugenda (1999, p.50), purposive sampling allows a researcher to use cases that have the required
information with respect to the objectives of their study. The standard eight grades pupils were picked for the study because they had the required characteristics i.e. they were candidates at the time of study. The researcher then used stratified random sampling. Stratified random sampling involves the researcher dividing the population into strata namely gender. The standard eight class pupils from each school were thus classified according to gender. In this study, the simple random sampling procedure was used to select sample from each strata. The sampling frame in the simple random sampling was all the boys and girls in standard eight class pupils in schools in Gatundu Division. From Table 3.1, a total of 2631 standard eight pupils formed the target population. As suggested by Gay (1981), twenty percent of 2631 were 550(21%) standard eight class pupils which constituted the pupils’ study sample. Information on sample size is presented in Table 3.2.

### Table 3.2 Sample size

<table>
<thead>
<tr>
<th>Zone</th>
<th>Head Teachers</th>
<th>Std Class Teachers</th>
<th>Standard 8 Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>Ngenda</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Kiganjo</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Ndarugu</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

| Population | 22% | 22% | 21% |
| Source: Gatundu Education Office, 2012 |
And since the Division has three AEOs who were females, simple random sampling procedure was used to select the one (33%) AEO from the three AEOs.

3.7 **Research instruments**

The research instruments used for the current study are a questionnaire, an interview schedule and an observation schedule.

3.7.1 **Questionnaire**

A Questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information (McMillan & Schumacher, 2001). The study used Questionnaires because of their economy and are easy to score. The current study used them to collect opinions of head teachers, standard eight class teachers and standard eight pupils on issues relating to factors contributing to poor performance in the Kenya Certificate Primary Education (KCPE) in Gatundu Division. The questionnaire was used in this study because it reduces bias that might result from the personal characteristic of the interviewer. It was also used because it has greater anonymity which is associated with the absence of the interviewer. The questionnaire for the head teacher (see Appendix C) was divided into two parts i.e. the personal information and the information on factors contributing to poor performance in the Kenya Certificate Primary Education (KCPE) in Gatundu Division. The questionnaire for class eight teachers (see Appendix B) and standard eight pupils (see Appendix A) also had two sections i.e. the personal information and the information on factors contributing to poor performance in the Kenya Certificate Primary Education (KCPE) in Gatundu Division.
3.7.1 Interview schedule

Interview guides provide flexibility and the ability to probe and clarify responses, they note nonverbal as well as verbal behavior, and they provide high response rates and are adaptable (Macmillan & Schumacher, 2001). Even though interview guides are costly, time consuming, include interview bias, not anonymous and can contain leading questions, it was used in the study because they allowed for direct interaction with the respondents and the collection of in-depth information that the questionnaires may not gather. The study utilized unstructured interviews. This was used with the AEO (See Appendix F). The researcher used it to get responses from the respondent in a more probing manner on issues relating to factors contributing to poor performance in the Kenya Certificate Primary Education (KCPE) in Gatundu Division.

3.7.2 Class guide observation schedule

Observational procedures can record naturally occurring behavior and avoid some of the disadvantages associated with the questionnaires and interviews. Even though observation schedules are costly, time consuming, and are usually not anonymous, they were used in the current study to gather information on teaching / learning activities in a classroom situation by observation. The researcher looked for such things as the tools of work like the pupils’ text books and exercise books.

3.8 Validity of research instruments

To Orodho (2004) validity would be concerned with establishing whether the right questionnaire content is measuring what they were intended to measure. The content validation was found appropriate in determining the extent to which the set of items
provided relevant and representative sample of the domain of tasks under consideration. The researcher ensured that data collected using various instruments represents the content area under study. This included identifying the relevant items for each of the instruments used in the study.

3.9 Reliability of research instruments

According to Orodho (2004) reliability in research concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. In order to test the reliability of the instruments the researcher used the test-retest method. This was done by administering the same instruments twice to the same group of subjects not in the sample schools, and by waiting for a period of two weeks before administering the research instruments for the second time. Then the correlation coefficient of the scores from both tests was calculated using a Pearson's product moment formula in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument is administered. According to Orodho (2004), a correlation coefficient of about 0.8 should be considered high enough to judge the instrument as reliable for a study. The calculated value was 0.82 and hence the researcher considered the instruments reliable for data collection.

3.10 Piloting

For the purpose of this study the questionnaires were pre-tested to a selected sample that was similar to the actual sample to be used in the study. The researcher selected two schools in the district which were inside the sampled schools but perform poorly.
The questionnaires were administered in the same way as it was done in the sampled schools. They were taken to the Standard 8 pupils, class 8 teachers and the head teachers. Pilot study was essential because it enabled the researcher to discover any deficiencies such as wrong phrasing of the questions, insufficient spaces to write responses etc.

3.11 Data collection procedure

After receiving an introductory letter from the University and a permit from MOE, the researcher visited the sampled schools and administered the questionnaires to the teachers. This was after notifying the Head teachers of the sampled schools of the intended visit.

The researcher with the help of teachers in the sampled schools personally administered the questionnaires to pupils. The selected pupils completed the questionnaires during class time. Permission to administer the questionnaires during class time was sought from the head teachers concerned. Questionnaires were administered during class time to make sure that all the questionnaires were completed and returned and also to ensure that pupils did not discuss their responses. The researcher collected the questionnaires soon after completion.

The researcher also sought permission from the head teacher to observe a class eight lesson in progress. This was done without the pupils / teachers awareness so as to get the true information for the observation schedules. The researcher used the observation checklist to identify the learning / teaching resources available. The
researcher checked the schemes of work, lesson plans, pupil’s exercise books, textbooks etc. With regard to the interview schedule, a prior arrangement was made to interview the AEO. The researcher conducted the interview at the Area Education Officer’s offices. The interviews were conducted on one-to-one basis. The researcher took short notes from the interviews as per the objectives of the study.

3.12 Data analysis

The data obtained from the respondents were recorded in readiness for analysis. Qualitative data according to Mugenda and Mugenda (1999) does not produce discrete numerical data. Qualitative data obtained from open ended questions and interview schedule were analyzed by thematic analysis i.e. an analysis of the main themes as found in the study. The results were then tabulated in frequency tables for ease of interpretation so as to easily visualize the various results as given by the respondents. Finally, harmonization of the responses given by the various respondents were done i.e. responses on similar themes or objectives, emanating from different respondents were compared to find if the various respondents concur on various issues and if not, the possible reasons for the observed discrepancies. All these were then followed by a discussion of each particular research question in view of the responses given by the respondents. This discussion was along the specific objectives. The quantitative analysis tends to be based on numerical measurements of specific aspects of phenomena. Descriptive statistics were used to analyze the data. As such, frequencies and percentages were used for the analysis.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This Chapter presents the findings from the study and explains the findings of the study as regards factors contributing to poor performance in the Kenya certificate of primary education (KCPE) in Gatundu Division, Gatundu District, Kiambu County, Kenya. The study sought information from pupils, teachers and head teachers using questionnaires and AEO’s interview schedule. The researcher also used an observation checklist to collect data. Finally, findings of the study were discussed in the light of the literature related to factors contributing to poor performance in the Kenya certificate of primary education (KCPE) in Gatundu Division, Gatundu District, Kiambu County, Kenya. Data analysis, presentation of study findings and discussion were guided by the following research questions:

1. How effective is the supervision and implementation of curriculum and instruction in primary schools in Gatundu Division?
2. To what extent are the physical, teaching and learning resources available for teaching adequate in primary schools in Gatundu Division?
3. What are the attitudes of the pupils towards learning in primary schools in Gatundu Division?
4. What are the attitudes of the teachers towards teaching in primary schools in Gatundu Division?
5. How effective is the supervision and quality control of primary schools in Gatundu Division?
6. To what extent do the primary schools and the community interact in Gatundu Division?

7. What are the views of the respondents on suggestions of improving KCPE in schools in Gatundu Division in Gatundu Division?

4.2 The effectiveness in the supervision and implementation of curriculum and instruction in primary schools

The first research question sought data on the effectiveness in the supervision and implementation of curriculum and instruction in the primary schools. Otieno (2002) asserts that the tasks of a head teacher among other roles includes the interpretation and management of curriculum programmes and instructions, provision of facilities, staffing and maintaining effective school community leadership. Teachers on the other hand are an important component in the management process (Kibui, 1995).

First the research instruments used with teachers sought for information on how often they prepared professional documents and how frequently they utilized them in teaching. The collected data were presented in Table 4.1.

Table 4.1 Teachers’ responses on the preparation and utilization of professional documents

<table>
<thead>
<tr>
<th>Responses</th>
<th>Preparation of professional documents</th>
<th>Utilization of professional documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>All the time</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of teachers 8(66%) according to Table 4.1 prepared the professional documents all the time. However, 17% of the teachers seldom prepared such important documents. It was also evident from Table 4.1 that 17% of the teachers never prepared the documents. It was unfortunate to note that, although majority of teachers in the sampled schools prepared the required documents, majority (66%) rarely used them in actual teaching. And to compound the problem further, only 25% of teachers used them all the time. In some cases, teachers in some schools never used them in teaching as attested by nine percent of teachers. Lack of preparation and utilization of the professional documents which stipulates the time, resources and methods of curriculum implementation may compromise the quality of education leading to poor performances, a consistent trend in the District.

Data on how frequently head teachers checked the professional documents prepared by teachers are summarized in Table 4.2.

**Table 4.2 Head teachers’ responses on the frequency of checking professional documents**

<table>
<thead>
<tr>
<th>Professional documents</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used by teachers</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>8</td>
<td>66</td>
<td>3</td>
</tr>
<tr>
<td>Scheme of work</td>
<td>3</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Record of work</td>
<td>4</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Registers</td>
<td>10</td>
<td>83</td>
<td>1</td>
</tr>
<tr>
<td>Lessons notes</td>
<td>2</td>
<td>16</td>
<td>4</td>
</tr>
</tbody>
</table>
It is evident from Table 4.2 that majority of head teachers 8(66%) were very keen on the preparation of lesson plans since majority frequently monitored whether teachers had prepared them on time. In addition, 83% of head teachers indicated that they frequently checked whether teachers were filling class registers as required. Of great concern to the researcher was the fact that important documents such as lesson notes and schemes of work got minimal attention from the head teachers. It was noted from the study that half of the head teachers never checked lesson notes prepared by teachers for teaching while 66% of them rarely checked the schemes of work written by the teachers. It was clear that the head teachers’ supervisory role was not effective thereby impacting negatively on the quality of education and hence consequently on KCPE performances.

The researcher sought to find out if the head teachers who are charged with supervision of the curriculum in the school level were effectively doing the supervision. Information on supervision of the curriculum was collected (from Teachers and Head Teachers) showed that majority of teachers 7(58%) indicated that head teachers supervised the learning /teaching processes in schools whereas 5(42%) said their head teachers did not supervise their work. However, all the ten head teachers (100%) who were interviewed said they supervised the implementation of the curriculum by checking records of work, schemes of work, lesson attendance and performance. The AEO through the interview noted that majority of head teachers’ delegated duty to the deputies for checking on learner’s notebooks and assessment reports, though they held meetings with the teachers for briefing and updates. From
this, it is clear that the head teachers do not supervise classroom instructions effectively.

For those teachers who indicated that head teachers supervised teachers work, were also required to state how often they supervised the teachers’ activities. This information is summarized in Table 4.3.

**Table 4.3 Teachers’ responses on the frequency of head teacher's supervision of curriculum implementation**

<table>
<thead>
<tr>
<th>Head teachers’ frequency of supervision</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Daily</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td>Weekly</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Monthly</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Termly</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

However, majority of teachers (33%) indicated that head teachers supervised the implementation of the curriculum termly while another 25% of them felt that they did so weekly and monthly respectively. Only 17% of the teachers felt that head teachers supervised the curriculum implementation daily. The system of implementation is then rendered ineffective in this case. If teachers are not supervised properly, then the implementation of the curriculum becomes difficult and therefore affecting the
implementation itself and finally failure to achieve set objectives like excelling in exams.

Data regarding whether the way teachers handle the curriculum is satisfying elicited varying responses from head teachers. Majority of head teachers 8(66%) felt that the way teachers handle the curriculum was not satisfying. The researcher realised from head teachers that though the records of work were prepared, in some cases the schemes were not consulted. There were no explanations on lessons missed from within and without the school and how they would be compensated for was not indicated.

The researcher sought to find out from the head teachers, teachers, and pupils about syllabi coverage. Pupils, head teachers and teachers were required to indicate whether teachers cover the syllabus adequately by the end of every year. The results are shown in Table 4.4:

**Table 4.4: Views of head teachers, teachers, pupils and the AEO about syllabus coverage**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Teachers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Head teachers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Pupils</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>4</td>
<td>63</td>
<td>5</td>
<td>42</td>
<td></td>
<td>112</td>
<td>24.5</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>8</td>
<td>67</td>
<td>7</td>
<td>58</td>
<td></td>
<td>344</td>
<td>75.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
<td>100.0</td>
<td>12</td>
<td>100</td>
<td></td>
<td>456</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
From the information above, 75% of students, 67% of teachers and 58% of head teachers indicated that teachers in sample schools never complete the syllabi. The AEO through the interview cited opening late / closing early as the major reason for teachers not completing the syllabi. Other reasons given are pupils’ and teachers’ absenteeism.

Formative evaluation of pupils is important in preparing pupils for the terminal examinations (KCPE). Students were thus asked to state how often teachers marked their exercise books and assignments. Data collected, analyzed and is presented in Table 4.5.

**Table 4.5 Views of pupils on the frequency of teachers’ in marking books and assignments**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>88</td>
<td>19</td>
</tr>
<tr>
<td>Sometimes</td>
<td>286</td>
<td>63</td>
</tr>
<tr>
<td>Never</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>456</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of pupils 286(63%) felt that teachers rarely marked pupils books and assignments. It was also noted that only 19% of teachers were marking pupils’ books always. It was unfortunate that some teachers (18%) never marked pupils’ books and assignments. According to the AEO, some of the homework given was marked but corrections were not done and no follow up was made since there were no signatures or comments from the teachers in these books except for only two schools in the
sample. According to her, if there is no proper follow-up of the trends in the pupils' attendance to lessons, doing of assignments and having feedback for the work done, pupils may have weaknesses in tackling the final examination. Gerald (2000) in support of giving assignments and provision of feedback assert that teachers should be able to give personal instruction to pupils by providing feedback to them and giving attention to the pupils’ difficulties.

Since remedial teaching is important to respond to the performance of KCPE, the study asked teachers and head teachers to indicate how many times teachers administer remedial teaching to their classes during free sessions. The results of the findings are shown in Table 4.6.

**Table 4.6 Frequency of remedial teaching**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Head teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a Week</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twice a Week</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a Month</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a Term</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at All</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.6, it is clear that no remedial teaching is carried out in all the sampled schools. This is inappropriate since students require extra time to recover on the lost time during opening. If remedial teaching is done, it builds productive learning and further recovers the lost time (Arends, 1997).
4.3 The adequacy of the teaching/learning resources

The availability of educational materials has a major bearing on educational outcomes. Learning resources and materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum. These resources range from classrooms, desks, science equipments, textbooks and other materials. Lack of these facilities in the school may definitely have negative impact on the academic achievements of the students and also affect implementation of the curriculum. Studies concerning academic performance conducted by Kathuri (1982) and Orodho (1996) found that there is a positive and significant relationship between students’ achievements in science subjects and the level of adequacy of science textbooks, laboratories, and exposure to practical exercises.

The head teachers’, teachers’ and pupils’ questionnaires and AEO interview guides sought to establish the adequacy of teaching and learning resources in primary schools in Gatundu Division. The head teachers, teachers and pupils were asked to indicate whether physical, teaching and learning resources are adequate or inadequate. Data were collected and presented in Table 4.7.
Table 4.7 views of head teachers, teachers and pupils on the adequacy of the teaching/learning resources

<table>
<thead>
<tr>
<th>Adequacy of Teaching/ Learning Resources</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>f  %</td>
<td>f  %</td>
<td>f  %</td>
</tr>
<tr>
<td>Inadequate</td>
<td>f  %</td>
<td>f  %</td>
<td>f  %</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3  25  9  75 4  33  8  67</td>
<td>169 47 287 53</td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td>4  33  8  67 4  33  8  67</td>
<td>146 32 310 68</td>
<td></td>
</tr>
<tr>
<td>Chalkboards</td>
<td>12  100  -  - 12  100  -  -</td>
<td>371 81 79 19</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>3  25  9  75 2  17  10  83</td>
<td>102 22 354 78</td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td>7  58  5  42 6  50  6  50</td>
<td>89 20 367 80</td>
<td></td>
</tr>
<tr>
<td>Teaching aids</td>
<td>4  33  8  67 3  25  9  75</td>
<td>47 11 409 89</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.7, majority of head teachers, teachers and pupils did concur that in all sampled schools there was inadequacy of physical, teaching and learning resources. Eshiwani (1988) indicates that most schools which perform poorly spend less money on the purchases of teaching/learning resources. And although the chalkboards were noted as adequate in all the schools, they were however very small in size and others were dilapidated.

According to the AEO, schools have an acute shortage of physical resources, teaching and learning resources. The officer noted that although the free primary schools policy have attempted to address the shortage of physical, teaching and learning resources theft, lack of proper maintenance and the huge enrolments of pupils in most schools have poised a challenge to this endeavor. Thuranira (2000) noted that one of the
factors that caused poor KCPE performance was lack of learning and teaching materials, which caused lack of motivation to learners.

4.3.1 Observation schedule on the availability and adequacy of teaching/learning resources

The current study heavily relied on an observation schedule to capture the availability and adequacy Teaching/Learning Resources. This information is presented in Table 4.8.

Table 4.8 Availability and adequacy of teaching/learning resources

<table>
<thead>
<tr>
<th>Adequacy of teaching/learning resources</th>
<th>Availability</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Text books</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Exercise books</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Classrooms</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Desks</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Revision materials</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Information from the observation schedule showed that in all the schools, teaching and learning resources were available. However, all facilities though available were not adequate in all the sampled schools.
4.4 The attitude of pupils towards learning and its effect on their performance

The researchers sought to gather information on the attitudes of pupils towards learning in order to answer research question three. The researcher involved the learners since they are the key recipients of the curriculum and are subject to evaluation at the end of their course.

A likert Scale was used by the researcher to measure the attitudes of the learners and this was on a point 5 Scale (Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree) where several statements were used to test the attitudes of the learners towards learning. The current researcher looked into the attitudes of the learners and its effect on KCPE performance. Information concerning the learners’ attitudes is presented in Table 4.9.

Table 4.9 The Attitude of pupils towards learning and how it affects their performance in KCPE

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA f</th>
<th>SA %</th>
<th>A f</th>
<th>A %</th>
<th>NS f</th>
<th>NS %</th>
<th>D f</th>
<th>D %</th>
<th>SD f</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>pupils who dislike learning fail in exams</td>
<td>76</td>
<td>17</td>
<td>121</td>
<td>27</td>
<td>40</td>
<td>8</td>
<td>92</td>
<td>20</td>
<td>127</td>
<td>28</td>
</tr>
<tr>
<td>I enjoy reading books to pass exams</td>
<td>59</td>
<td>13</td>
<td>78</td>
<td>17</td>
<td>95</td>
<td>20</td>
<td>101</td>
<td>22</td>
<td>123</td>
<td>28</td>
</tr>
<tr>
<td>I always respond to questions from teachers</td>
<td>77</td>
<td>16</td>
<td>88</td>
<td>19</td>
<td>54</td>
<td>12</td>
<td>56</td>
<td>12</td>
<td>191</td>
<td>42</td>
</tr>
<tr>
<td>I hate maths and science subjects hence reducing my mean score</td>
<td>174</td>
<td>38</td>
<td>102</td>
<td>22</td>
<td>67</td>
<td>15</td>
<td>75</td>
<td>16</td>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>All subjects are important in passing exams</td>
<td>77</td>
<td>16</td>
<td>91</td>
<td>20</td>
<td>66</td>
<td>14</td>
<td>132</td>
<td>28</td>
<td>91</td>
<td>19</td>
</tr>
<tr>
<td>I enjoy spending my leisure time reading to improve my mean score</td>
<td>57</td>
<td>12</td>
<td>49</td>
<td>11</td>
<td>43</td>
<td>9</td>
<td>96</td>
<td>21</td>
<td>211</td>
<td>46</td>
</tr>
<tr>
<td>I do all the home works given by the teachers</td>
<td>81</td>
<td>18</td>
<td>90</td>
<td>19</td>
<td>32</td>
<td>7</td>
<td>121</td>
<td>26</td>
<td>132</td>
<td>28</td>
</tr>
</tbody>
</table>
Information gathered by the researcher as per Table 4.9 indicates that 44 percent of the pupils supported the view that pupils who dislike learning fail in KCPE exams while 48 percent said they disagreed with this assertion. Majority of pupils (50%) indicated that they did not enjoy reading books in preparation of exams, 20 percent were not sure if they liked reading these books and only 30 percent said they like reading books. Fifty two percent said they do not frequently respond to teachers’ questions while only 35% indicated that they answered questions in class. Fifteen percent were not sure of this. The 15 percent who were not sure and 52% percent who did respond to teachers questions imply that the teachers did not make the learning interesting to pupils they may have used inappropriate teaching methods. Incidentally learners had negative attitude towards learning.

Majority of pupils (60 percent) pointed out that they hate maths and science subjects hence reducing the schools mean score while only eight percent liked maths and science subjects. This implies that pupils in the sampled schools have a negative attitude towards mathematics and sciences which explains why schools in the study area records poor results in KCPE. It was also revealed that majority of pupils (65%) did not enjoy spending their leisure time reading further suggesting that majority of pupils had negative attitude towards learning. However, 23% of pupils enjoyed reading during free times.

The questionnaires used with head teachers and teachers sought information on the attitude of pupils towards learning. Majority of head teachers (58%) and half of
teachers were of the opinion that pupils had a negative attitude towards learning. However, 42% of head teachers and half of teachers believed that pupils had a positive attitude towards learning and education in general. The AEO through the one-on-one interview with the researcher disclosed that one of the reasons pupils record poor grades in KCPE in Gatundu is because of the poor attitude held by pupils towards learning. He noted that pupils fail in final exams not because they are weak, but because of the negative perceptions they have towards learning.

4.5 How the attitude of teachers towards teaching affect performance

Thuranira (2000) says that quality of teachers may be affected by attitudes. Job satisfaction of a teacher is generally positively related to his or her achievement. Negative attitude of teachers towards teaching contributed to low performance in affected primary schools Thuranira (2000). The satisfaction of a teacher is positively related to his/her achievements in the good performance of his/her pupils/students Kibui (1995).

The researchers sought to gather information on the attitudes of pupils towards teaching in order to answer research question four. The researcher involved the teachers because they receive and interpret any given change in a curriculum and it all depends on their attitudes towards their teaching.

A likert Scale was used by the researcher to measure the attitudes of the learners and this was on a point 5 Scale (Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree) where several statements were used to test the attitudes of the teachers
towards teaching. The researcher looked into the attitudes of the teachers and its effect on KCPE performance. Information concerning the teachers’ attitudes is presented in Table 4.10.

Table 4.10 The attitude of teachers towards teaching and how it affects their performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>It is not my choice to be a teacher</td>
<td>5</td>
<td>42</td>
<td>3</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>I do not effectively prepare students for exams</td>
<td>3</td>
<td>25</td>
<td>3</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>I feel comfortable teaching all subjects leading to good performance</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>I spend a lot of my free time in remedial teaching to improve performance</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>I always prepare lesson plans for effective teaching</td>
<td>2</td>
<td>16</td>
<td>3</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>I enjoy using varied methods in teaching to improve performance</td>
<td>3</td>
<td>25</td>
<td>3</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>I always complete the syllabus and allow enough time for revision</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>8</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.10 shows that majority of teachers (67%) indicated that it was not their choice to become a teacher, suggesting that teachers may have a negative attitude towards the teaching career. Only 24% of teachers chose to become a teacher. When asked on whether they effectively prepare pupils for exams, 50 percent of teachers strongly disagreed and 41 percent agreed respectively.
As concerns the teachers being comfortable handling all subjects, 83 percent strongly disagreed while only 16 percent agreed that they were comfortable teaching all the subjects, an indication that some teachers were not effectively teaching all the subjects because they either liked some subjects and not others or rather some were too difficult for them in instruction.

The statement on whether teachers always complete syllabus and allow enough time for revision received varied responses: 75% percent of teachers disagree with the fact that they complete the syllabus and prepare the pupils for the final examination while 24 percent agreed to complete the syllabus. This clearly implies that the teachers did not enjoy teaching and were not keen on preparing pupils for KCPE.

On whether teachers always prepared lessons plans for effective teaching, 58% of teachers said they were uncomfortable preparing lessons plans, eight percent were not sure whether they were comfortable with the preparation of the lessons plans while 41 percent indicated that they were comfortable preparing the lessons. This suggests that some of the teachers find it hard to prepare lessons plans in all the subjects they specialize in. Therefore they preferred to teach only areas which they could comfortably prepare for. Half of teachers indicated they enjoyed using varied methods in teaching, eight percent were not sure and 41 percent said they did not enjoy using varied methods in teaching. From the findings it can be seen that majority of the teachers may have had a negative attitude towards the teaching career which could have led to the poor examination performance in the Division.
4.6 The effectiveness of the supervision and quality control of schools

The quality assurance and standards Department in the Ministry is responsible for the control of the quality of education at all levels throughout the country. Mbiti (1974) identified the overall role of the inspectorate as that of “controlling the quality of education at all levels throughout the country through inspection, guidance and advice to all schools in the country”.

The current study sought information from the AEO, head teachers and teachers on the effectiveness of supervision carried out by quality assurance and standard officers. According to available data in the DEOs office, there are only three education officers (one AEO and two TAC tutors) who are charged with the supervision of 53 public primary schools in Gatundu Division. Because of this small number of officers, according to the AEO, they are only able to visit schools once per year. Since quality assurance officers’ advice and support teachers in matters relating to quality education, it is important that they visit schools regularly. The research questionnaires set to establish from teachers and head teachers the number of times quality assurance officers’ visited schools. The research findings are shown in Figure 2.
From Figure 2 it can be noted that 66 percent of teachers indicated that there were no incidences when quality assurance officers’ visited schools. On the other hand 75% of head teachers indicated that quality assurance officers’ only visited schools once per year.

The AEO during the interview schedule said that the office of education faced numerous problems during schools supervision and she cited lack of transport and lack of personnel as being the major problems encountered. According to Olembo (1992), understaffing is a great impediment to the QASO to effectively carry out their important role of ensuring quality education. He asserts that the explosive growth of schools in Kenya has led to the number of inspectors being inadequate compared to the number of schools particularly primary school which are adversely affected by the increasing enrolment.
Similarly, head teachers and teachers were required to cite the forms of educational and professional help that quality assurance officers’ offer. The results of the findings are shown in Table 4.11.

Table 4.11 Educational and professional help offered by quality assurance officials

<table>
<thead>
<tr>
<th>Areas of supervision</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Records of work</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Schemes of work</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Time tabling</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Assessment of students</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>School resources</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>School management and administration</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Staffing</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

All the teachers and all head teachers felt that quality assurance officers’ checked on professional and academic documents of teachers (syllabus coverage, records of work, lesson plans and assessment of students). They also offer advice on quality of education, on timetabling, staffing (curriculum based establishments), school resources and school management and administration. According to the AEO, all the above areas are aimed at improving performance in examinations.
4.6.1 Observation schedule on the management of curriculum and instruction in primary schools

The observation schedule prepared by the researcher assessed whether teachers prepared and used professional documents while teaching. This information is shown in Table 4.12.

Table 4.12 Management of curriculum and instruction in primary schools

<table>
<thead>
<tr>
<th>Availability of professional documents</th>
<th>available</th>
<th>not available</th>
<th>not used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Schemes of Work</td>
<td>8</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>3</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Records of Work</td>
<td>9</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>Progress Records</td>
<td>12</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Lesson Notes</td>
<td>9</td>
<td>75</td>
<td>3</td>
</tr>
</tbody>
</table>

The researcher realised from the observation schedule that though most of the professional documents were prepared, they were not consulted by teachers while teaching in most cases.

4.7 The extent to which the schools and the community interact

The study instruments sought information from the AEO, head teachers and the teachers on ways at which the schools and the community relate. The school is an institution established to meet the academic needs of the community that operates in a social and cultural context (Wango, 2009). This suggestion concurred with the views of the AEO that together with other institutions such as the home and the church, the
school can achieve its objective of educating the children, but on its own, the school cannot function properly and effectively. The community and the school have to work together since they have a common interest.

The researcher sought for information from the head teachers and the teachers on whether the community and the school effectively partner in education. Data regarding this information are presented in Table 4.13.

**Table 4.13 Views of head teachers and teachers on the partnership of community and schools**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is clear from Table 4.13 that not all the schools relate well with the community. Half of head teachers and majority of teachers (58%) felt that the community and the school do not effectively partner in education. Wanjama et al (2006) found out that a strenuous relationship between the school and the community is a contributory factor towards learners’ poor performance at school. The AEO noted that partners including parents, teachers, learners and members of the community are in constant conflict thus negating the fact that the community and the school as members of the partnership in education are to ensure that the school provides a good education. Actually, very few
schools possess land title deeds; a factor that hinders full registration with the Ministry.

It was noted from the questionnaires used with teachers and head teachers that the community was not always involved in schools’ decision making process except during annual general meetings. There were varied responses on the involvement of the community in decision making processes in schools. Whereas majority of head teachers (58%) were of the feeling that the community was involved in what goes on in the schools, 67% of teachers were on the contrary. According to the AEO, parents are regarded as natural and first educators and represent the community interests in the school. They should therefore, be incorporated in the decision-making process in the schools where their children attend (Wango, 2009). After being involved, parents and the school become partners in the education of children. Unfortunately, Michel (1997) asserts that today’s parents are not always positive towards the school. Their negative feelings about the schools come from misunderstanding between the parents and the school administration. This creates tension among stakeholders, leading to poor results in examination.

Concerning the relationship among the parents, teachers, pupils and the community in matters relating to education, the AEO made several comments. She says that the school should develop a satisfactory relationship with the learners. No school can expect to enjoy the confidence and support of the community unless the comments of most pupils are favorable to the system. He explains that teachers who are drunkards and less competent make the relationship between learners and teachers to be
strenuous. This creates a wedge between the community and the school. In addition, if teachers are doing a poor job of teaching, the image of the school in the community will likewise be poor. The learners will be the ones to pay a high price by performing weakly. This results in a strenuous relationship between the school and the community. Teachers should therefore work constantly for good relations with learners, parents and the community. Finally, the parents are the largest representation in the school governance, which means they have the potential of making the relationship between the community and the school effective. The effective relationship between the community and the school boosts the learners’ performance at school which is not the case in Gatundu Division.

4.8 The views of the respondents on the strategies of improving KCPE performance in schools in Gatundu Division

The researcher sought information from head teachers, teachers, the AEO and the pupils on strategies of improving KCPE in schools in Gatundu Division. Views of head teachers, teachers, and the pupils are shown in Table 4.14.
Table 4.14 Head teachers’, teachers’ and pupils’ suggestions on improving KCPE in Schools

<table>
<thead>
<tr>
<th>Strategies of improving KCPE</th>
<th>Head teachers</th>
<th></th>
<th>teachers</th>
<th></th>
<th>Pupils</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Provision of adequate learning /teaching resources</td>
<td>9</td>
<td>75</td>
<td>12</td>
<td>100</td>
<td>354</td>
<td>77</td>
</tr>
<tr>
<td>Involve the community fully in decision making</td>
<td>9</td>
<td>75</td>
<td>12</td>
<td>100</td>
<td>54</td>
<td>12</td>
</tr>
<tr>
<td>Reduce teachers and pupils absenteeism</td>
<td>12</td>
<td>100</td>
<td>9</td>
<td>75</td>
<td>235</td>
<td>51</td>
</tr>
<tr>
<td>Increase parental participation in school</td>
<td>6</td>
<td>60</td>
<td>9</td>
<td>75</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Employ more teachers in understaffed schools</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td>402</td>
<td>88</td>
</tr>
<tr>
<td>Teachers to use professional documents frequently</td>
<td>12</td>
<td>100</td>
<td>6</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Intensifies curriculum supervision by QAOS</td>
<td>7</td>
<td>60</td>
<td>6</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mount in-service for teachers and managers</td>
<td>12</td>
<td>100</td>
<td>9</td>
<td>75</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equip the TAC centers with facilities</td>
<td>12</td>
<td>100</td>
<td>9</td>
<td>75</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Emphasize attention for slow learners</td>
<td>9</td>
<td>75</td>
<td>9</td>
<td>75</td>
<td>450</td>
<td>90</td>
</tr>
<tr>
<td>Mobilize support from community</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Enhance security</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td>400</td>
<td>80</td>
</tr>
<tr>
<td>Encourage teamwork among the teachers</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Encourage guidance and counseling in schools</td>
<td>12</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td>420</td>
<td>84</td>
</tr>
</tbody>
</table>

Table 4.14 shows varied views of respondents regarding their feelings on the suggestions of improving KCPE in Gatundu Division. The strategies that give much weight by a majority of the respondents are: provision of adequate learning /teaching...
resources, involving the community fully in decision making, reduce teachers and pupils’ absenteeism, increase parental participation in school, employing more teachers in under staffed schools, teachers to use professional documents frequently, enhance capacity building and encourage Guidance and counseling. Security in Gatundu is a thorny issue because the “Mungiki” movement though proscribed is very strong. It operates secretly and aims at inculcating fear in the community. The youth including school children are lured with the promise of free money. This encourages laziness and it has a negative influence on education in that the young people do not find it necessary to work hard in their studies. Evidence of membership /conscription in schools includes torn bibles, tobacco sniffing possession of weapons and general defiance of authority.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusion and recommendations drawn from the findings in connection with factors contributing to poor performance in the Kenya certificate of primary education (KCPE) in Gatundu.

5.2 Summary of the research findings

The study findings from analyzed data are presented below under the following themes derived from the research questions of the study:

5.2.1 The effectiveness in the supervision and implementation of curriculum and instruction in primary schools

The study revealed that majority of teachers’ prepared professional documents all the time. However, majority of them rarely used them in actual teaching. In addition, majority of teachers indicated that head teachers supervised the learning /teaching processes in schools. All the twelve head teachers said they supervised the implementation of the curriculum by checking records of work, schemes of work, lesson attendance and performance. The frequencies of supervision were termly, monthly and weekly and daily.

In the same study, majority of head teachers said that handling of the curriculum was not satisfying since teachers were not effective since teachers never complete the syllabi. The AEO through the interview cited opening late/ closing early as the major
reason for teachers not completing the syllabi. Other reasons given are pupils’ and teachers’ absenteeism. In addition, majority of pupils felt that teachers rarely marked pupils’ books and assignments.

5.2.2 The adequacy of the teaching/learning resources
The results of findings showed that although the physical, teaching and learning resources were available in all the schools, all facilities available were not adequate.

5.2.3 The attitude of pupils towards learning and its effect on their performance
From the study, the pupils supported the view that pupils who dislike learning fail in KCPE. Majority of pupils indicated that they did not enjoy reading books in preparation for exams. It was also evident that pupils did not frequently respond to teachers’ questions while just a few said they answered questions in class. Majority of pupils pointed out that they hated mathematics and science subjects. Majority of pupils did not enjoy spending their leisure time reading, thus further suggesting that majority of pupils had a negative attitude towards learning. However, only few numbers of pupils enjoyed reading during free times. In addition, majority of head teachers and half of teachers said that pupils had a negative attitude towards learning.

5.2.4 How the attitude of teachers towards teaching affect performance
The study showed that majority of teachers did not wish to take a teaching as a career. Teachers did not effectively prepare pupils for exams. Majority of teachers strongly disagreed that teachers are comfortable handling all subjects and they completed the
syllabus. On whether teachers always prepared lessons plans for effective teaching, majority of teachers said they were uncomfortable preparing lessons plans.

5.2.5 The effectiveness of the supervision and quality control of schools

The current study revealed that there are only three education officers (one AEO and two TAC tutors) charged with the supervision of 53 public primary schools in Gatundu Division. According to the AEO, the three education officers are only able to visit schools once per year. In addition, majority of teachers indicated that quality assurance officers’ did not visit schools. On the other hand majority of head teachers indicated that quality assurance officer’ only visited schools once per year. The AEO said that the office of education faced numerous problems during schools supervision and he cited lack of transport and lack of personnel as being the major problems encountered. All the teachers and all head teachers and AEO felt those quality assurance officers’ checked on professional and academic documents of teachers (syllabus coverage, records of work, lesson plans and assessment of students). Other help that those quality assurance officers’ offers are: advice on quality of education, timetabling, staffing (curriculum based establishments), school resources and school management and administration.

5.2.6 The extent to which the schools and the community interact

From the study findings, half of the head teachers and majority of teachers felt that the community and the school do not effectively partner in education. The AEO noted that partners including parents, teachers, learners and members of the community are in
constant conflict. Whereas majority of head teachers felt that the community was involved in what goes on in the schools, majority of teachers were on the contrary.

5.2.7 The views of the respondents on the strategies of improving KCPE in schools in Gatundu Division

The strategies for improving KCPE in Gatundu Division are provision of adequate learning /teaching resources, involving the community fully in decision making, reduce teachers and pupils absenteeism, increase parental participation in school, employ more teachers in under staffed schools, teachers to use professional documents frequently enhance capacity building and encourage Guidance and counseling and enhancing security.

5.3 Conclusion

Based on the findings, several conclusions have been made: First the study noted that internal supervision of curriculum was not effective since head teachers rarely checked the utilization of professional documents prepared by teachers. Unfortunately, though majority of teachers prepared professional documents, they rarely used them in teaching. Study also noted that in most schools there was inadequacy of physical, teaching and learning resources. Both the teachers and the learners had negative attitude towards teaching and learning since teachers said they disliked teaching while pupils said they also disliked learning. Further, only three QASO officers in the whole Gatundu Division and they visit schools once per year. Consequently, QASO officers are not able to check professional and academic documents of teachers frequently. External supervision of curriculum was thus not effective since the quality assurance
offices were very few to manage constant supervision. In addition, schools and the community do not relate well since the school was in constant conflict with the community.

5.4 Recommendations

The research made the following recommendations based on the findings from the study:

i. The study noted that the division suffers from acute shortages of teachers and this leads to poor performance. The study recommends that to close this gap, teachers should be employed in the schools facing acute shortage either by the government or through the parents’ initiative. Provision of quality Education calls for the participation of all the stake holders including parents who should be ready to share the cost of Education.

ii. Although majority of schools have physical, teaching and learning resources, they are not adequate. The study recommends that schools initiate income generating activities to raise funds to supplement resources donated by the Free Primary Education (FPE) programmes.

iii. The study noted that internal supervision of curriculum was not effective since head teachers rarely checked the utilization of professional documents prepared by teachers. Further, only three QASO officers in the whole Gatundu Division thus comprising the external supervision of curriculum. The study recommends that external and internal supervision of curriculum be intensified in all the schools in the district.
iv. The study revealed that primary schools and the community were in constant conflict. The study recommends that schools should improve their relationship with the immediate communities in order to enhance partnership in laying down infrastructure. The community can be mobilized to support education through open days and cultural festivals.

v. The study established that both the teachers and the learners had negative attitude towards teaching and learning since teachers said they disliked teaching while pupils said they also disliked learning. The study recommends that seminars for teachers be intensified to encourage them cultivate positive attitude toward teaching in primary schools. In addition, teachers are encouraged to advice the pupils cultivate positive attitude towards learning.

5.5 Suggestions for further studies

The study realised that there are many factors contributing to poor performance in KCPE in Gatundu Division. It is suggested that another study be carried out to determine factors contributing to poor performance in KCSE in public secondary schools in Gatundu Division.
REFERENCES


KESSP. (2004). *Kenya Education Sector Strategic Plan*. Nairobi; Ministry of Education Science and Technology


APPENDICES

APPENDIX A

Questionnaire for class 8 pupils

Please note that the information given here will be kept in secret confidence. However the usefulness of the information will depend solely on your honesty.

Part 1 – Personal Background

1. Sex ( please tick) Male { } Female { }

2. Have you repeated in any grade?

3. When did you join this school?

Part II Management of Curriculum and Instruction in the Primary Schools

4. How often are your books and assignments marked?

5. Are there studies organized for your class during the preps?

6. How many times in a term do your teachers give you tests?

7. Indicate how often the following teaching learning methods strategies are used in your class

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Not often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question and Answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part III the Adequate of the Teaching/Learning Resources

8. Do your parent(s) provide all the things required by the teachers e.g. uniform, bag?
9. Indicate the Adequacy of the following resources;

Classrooms Adequate [ ] Not adequate [ ]
Desks Adequate [ ] Not adequate [ ]
Chalkboards Adequate [ ] Not adequate [ ]
Textbooks Adequate [ ] Not adequate [ ]
Exercise books Adequate [ ] Not adequate [ ]
Teaching aids Adequate [ ] Not adequate [ ]

Part IV How the Attitude of Pupils towards Learning Affect Their Performance

10. In the table below tick $[√]$ in the appropriate column to show your opinion towards the following statements. Indicate using the following phrases: Strongly Agree (SA), Agree (A), Not Sure (NS) Disagree (D) and strongly Disagree (SD)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who dislike learning fail in exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy reading books but fail in exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hate math and science subjects hence reducing my mean score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All subjects are important in passing exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy spending my leisure time reading to improve my mean score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do all the home works given by the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part VIII Views of the Respondents on the Strategies of Improving KCPE in Schools in Gatundu Division

What do you think can be done to improve examination performance in primary school?
APPENDIX B

Questionnaire for class teachers for class 8

The information given will be kept in strict confidentiality. However the usefulness of
the information will depend solely on your honesty.

PART 1 – Demographic Data

Please respond to each question by ticking against the appropriate information as
applies to you.

1. Please indicate your gender Male [ ] Female [ ]
2. How long have you taught in this school? Below 3 years [ ] 4-6 years [ ]
   7-9 years [ ] above 9 years [ ]
3. Please indicate your highest academic qualification Graduate [ ] Diploma [ ]
   S 1 [ ] P 1 [ ] P 2 [ ] graduate

Part 11 Management of Curriculum and Instruction in the Primary Schools

4. How often do you prepare professional documents?
   Rarely [ ] Never [ ] All the time [ ]
5. Do you frequently utilize the professional documents in teaching?
   Yes [ ] no [ ]
6. How do you assess pupils in school?
   Tests [ ] class exercises [ ] quizzes [ ] term examinations [ ]
7. In your opinion what factors have led to the poor performance of your school in
   KCPE?
8. Indicate how often you use the following teaching/learning strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Not often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question and Answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. a) Does the head teacher supervise teaching/learning activities in your school?
   Yes [ ] no [ ]

   b) If your answer is yes on question 13, how often does the head teacher supervise your work? Daily [ ] Weekly [ ] Monthly [ ] Termly [ ] Not at all [ ]

**Part III The Adequate of the Teaching/Learning Resources**

10. Indicate the Adequacy of the following resources;

<table>
<thead>
<tr>
<th></th>
<th>Adequate [ ] Not adequate [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
</tr>
<tr>
<td>Chalkboards</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
</tr>
<tr>
<td>Teaching aids</td>
<td></td>
</tr>
</tbody>
</table>

**Part IV How the Attitude of Pupils towards Learning Affect Their Performance**

11. Do your pupils show willingness to learn?
   Yes [ ] No [ ]
12. How frequent do students attend to their assignments

Rarely [ ]  frequently [ ]  never [ ]

**Part V How the Attitude of Teachers towards Teaching Affect Performance**

13. How do you rate your attitude towards teaching STD eight? Indicate using the following phrases: Strongly Agree (SA), Agree (A), Not Sure (NS) Disagree (D) and strongly Disagree (SD)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hate teaching in primary school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers do not effectively prepare students for exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable teaching all subjects leading to good performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spend all the free time in remedial teaching to improve performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always prepare lessons plans for effective teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy using varied methods in teaching to improve performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always complete syllabus and allow enough time for revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part VI the Effective of the Supervision and Quality Control of Schools**

14. How often do education officers visit your school to monitor curriculum implantation?

Rarely [ ]  frequently [ ]  never [ ]
Part VII The Extent to Which the Schools and the Community Interact

15. Do the community and the school work together in preparing pupils for examinations?

16. Do Children in the family learn some norms and values that useful in learning?

17. How is school represented in schools?

18. How do schools and the community relate?

19. Do the community and the school as members of the partner in education

20. Are the communities involved in decision making of the schools?

Part VIII Views of the Respondents on the Strategies of Improving KCPE in Schools in Gatundu Division

What do you think can be done to improve examination performance in primary schools?
APPENDIX C

Questionnaire of Head teachers

Please note that informing given here will be kept in strict confidence. However the usefulness of this information will depend on your honesty.

PART I – Demographic Data

Please respond to each question by ticking against the appropriate information as applies to you.

1. Please indicate your gender. Male [ ] Female [ ]

2. How long have you been a head teacher in this school? Below 3 years [ ] 4-6 years [ ] 7-9 years [ ] above 9 years [ ]

3. Please indicate your highest academic qualification. Graduate [ ] Diploma [ ] S 1 [ ] P 1 [ ] P 2 [ ] graduate

Part II Management of Curriculum and Instruction in the Primary Schools

4. Do you consider the way teachers handle the curriculum satisfying?
Yes [ ] No [ ]

5. Elaborate________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. How many times do you check the following documents?
   a) Lesson plan ________________________
   b) Scheme of work ______________________
   c) Record of work covered ______________________
   d) Registers ______________________
7. Do you supervise classroom teaching? Yes [ ] No [ ]

8. If yes how often? 

Part III The Adequate of the Teaching/Learning Resources

9. Indicate the Adequacy of the following resources;

Classrooms  Adequate [ ] Not adequate [ ]
Desks  Adequate [ ] Not adequate [ ]
Chalkboards  Adequate [ ] Not adequate [ ]
Textbooks  Adequate [ ] Not adequate [ ]
Exercise books  Adequate [ ] Not adequate [ ]
Teaching aids  Adequate [ ] Not adequate [ ]

Part IV How the Attitude of Pupils towards Learning Affect Their Performance

10. Do you think pupils enjoy learning in your school?
Yes [ ] no [ ]

Part V How the Attitude of Teachers towards Teaching Affect Performance

11. Do you think teachers enjoy teaching in your school?
Yes [ ] no [ ]

Part VI the Effective of the Supervision and Quality Control of Schools

12. How often do education officers visit your school to monitor curriculum implementation?
Rarely [ ] frequently [ ] never [ ]
13. How did the visits help your school

A. Improve curriculum implementation

B. No noticeable change

C. Improved performance

Part VII The Extent to Which the Schools and the Community Interact

14. Do the community and the school work together in preparing pupils for examinations?

15. Do Children in the family learn some norms and values that useful in learning?

16. How is school represented in schools?

17. How do schools and the community relate?

18. Do the community and the school as members of the partner in education?

19. Is the community involved in decision making of the schools?

20. How do teachers, parents, pupils relate with the community?

Part VIII Views of the Respondents on the Strategies of Improving KCPE in Schools in Gatundu Division

What do you think can be done to improve examination performance in primary schools?
APPENDIX D

OBSERVATION GUIDE

Availability and Adequacy of Teaching/Learning Resources

The following is a table containing resources found in public primary schools. The availability and adequacy of such facilities should be assessed by filling the table

<table>
<thead>
<tr>
<th>Resources</th>
<th>Availability</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Management of Curriculum and Instruction in the Primary Schools

a) Are the schemes of work available  
Yes { }  No { }

b) Are the schemes of work detailed, relevant?
Yes { }  No { }

c) Are the lesson plans available?
Yes { }  No { }

d) Are the records of work tallying with the schemes of work and pupils work?
Yes { }  No { }

e) Are the progress records available?
Yes { }  No { }

f) Are those records comprehensive?
Yes { }  No { }
APPENDIX E

Interview Schedule for the AEO

1. Is the management of curriculum and instruction in the primary schools fully professional?

……………………………………………………………………………………
……………………………………………………………………………………

2. How adequate are the resources to the needs of the teaching/learning process?

……………………………………………………………………………………
……………………………………………………………………………………

3. How far does the attitude of pupils towards learning affect their performance?

……………………………………………………………………………………
……………………………………………………………………………………

4. How far does the attitude of the teacher towards the job influence the performance?

……………………………………………………………………………………
……………………………………………………………………………………

5. How effective is the supervision and quality control of schools in Gatundu Division?

……………………………………………………………………………………
……………………………………………………………………………………
6. To what extent do the schools and the community interact?

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

7. What are the Strategies of Improving KCPE in Schools in Gatundu Division?
APPENDIX F

KCPE performances by districts in Central Province in the years 2008 - 2011

<table>
<thead>
<tr>
<th>District</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirinyaga</td>
<td>274.0</td>
<td>279.0</td>
<td>269.6</td>
<td>277.06</td>
</tr>
<tr>
<td>Thika Municipality</td>
<td>275.4</td>
<td>274.1</td>
<td>269.2</td>
<td>274.19</td>
</tr>
<tr>
<td>Nyeri North</td>
<td>252.8</td>
<td>256.6</td>
<td>256.2</td>
<td>256.6</td>
</tr>
<tr>
<td>Nyandarua South</td>
<td>251.5</td>
<td>250.8</td>
<td>242.0</td>
<td>250.86</td>
</tr>
<tr>
<td>Kiambu West</td>
<td>252.9</td>
<td>244.5</td>
<td>243.7</td>
<td>248.05</td>
</tr>
<tr>
<td>Thika</td>
<td>246.9</td>
<td>247.0</td>
<td>241.0</td>
<td>247.03</td>
</tr>
<tr>
<td>Kiambu East</td>
<td>249.8</td>
<td>245.2</td>
<td>244.8</td>
<td>245.26</td>
</tr>
<tr>
<td>Nyandarua North</td>
<td>239.4</td>
<td>242.5</td>
<td>235.8</td>
<td>242.52</td>
</tr>
<tr>
<td>Murang’a North</td>
<td>243.0</td>
<td>242.5</td>
<td>234.3</td>
<td>242.52</td>
</tr>
<tr>
<td>Murang’a South</td>
<td>237.7</td>
<td>239.8</td>
<td>235.0</td>
<td>239.8</td>
</tr>
<tr>
<td>Nyeri South</td>
<td>248.5</td>
<td>238.5</td>
<td>231.3</td>
<td>238.25</td>
</tr>
<tr>
<td>Gatundu</td>
<td>230.3</td>
<td>221.3</td>
<td>228.1</td>
<td>228.79</td>
</tr>
</tbody>
</table>

Source: PDE’S Office – Nyeri
APPENDIX G Map of Central Province, Kenya