

KENYATTA UNIVERSITY

A STUDY OF FACTORS AFFECTING PERFORMANCE IN K.C.P.E.

IN EGOJI

DIVISION OF MERU CENTRAL DISTRICT IN EASTERN

PROVINCE

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ABSTRACT

The performance of KCPE in Egoji Division has been declining over the years especially the last three years. This study was aimed at studying factors that affect performance in KCPE in the Division and to achieve this the AEO was given a questionnaire of fourteen questions. A second questionnaire of ten questions each was administered to five zone inspectors: out of the five questionnaires given to the zonal inspectors four were received back. A third questionnaire of twelve questions was taken to five head teachers of five randomly picked primary schools. Finally a questionnaire of eight questions was taken to ten class eight class masters and mistresses of ten schools. The questionnaires to the headteachers and the classmasters was structured in such a way to enable the respondents to bring to the attention of the researcher the problems teachers face in preparing the pupils for their standard eight final exam.

The main factors that were found to affect performance in KCPE in Egoji division were :

- 1) Poor remuneration of teachers by the government
- 2) Transfers being affected at the middle of the term
- 3) Supervision and inspection being inadequate.

- 4) Understaffing of some schools.
- 5) Lack of learning and teaching material
- 6) Lack of motivation on the side of the learners
- 7) Lack of enough support from the local community especially the pupil's parents.

The main conclusions were:

- 1) There is inadequate school inspection provision of learning materials and visual aids in the district.
- 2) Parents – teachers associations and school committees are not always affective in discharging their educational, moral and materials support to schools.
- 3) Parents do not regularly visit schools to learn about their children unless the latter are in serious problems such as expulsion.
- 4) There are in sufficient learning materials, visual aids and physical facilities, including furniture, in schools throughout the division.
- 5) Teachers do not always show full devotion and dedication to their work, they lack motivation and incentives.
- 6) Schools are not always within easy reach operation by teachers, parents and pupils.
- 7) Kenya institute of education has not adequately supplied learning materials for practical work.

- 8) The deployment of diploma art teachers to primary schools from secondary schools has demoralized them and hence contributed to low performance in the division.

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CHAPTER ONE:

INTRODUCTION:

Kenya is a developing country and is faced with serious economic, social and educational problems. These problems are caused by several factors. One of them and the most outstanding is population explosion; which has its direct influence on the increase in enrolment in both primary and secondary schools not to mention tertiary institutions. In 1963 Kenya had a population of around 6 million and 500,000 pupils in primary. According to the 1999 population census Kenya had reached a population of around 28 million and pupils enrolment in primary schools had raised to 6 million. This large number of pupils exerts a lot of pressure on the economy. The economy of Kenya since 1997 when the IMF and the World Bank suspended aid has been going down.

Primary education is of paramount importance especially to the youth of this country and indeed to the whole country. The Kenya Certificate of Primary Education (K.C.P.E) Examination that seals the fate of almost half a million Kenyan children annually hardly "passes fairness test." daily nation 30.12.1999 pg 1. Though it determines who enters the country's elite schools that guarantee entry into lucrative professions and condemns those who fail to the gallows, the methods it uses break every rule in the book. It has killed most of the national educational objectives because of its sole objective to decide who should enter high school. This contradicts its stated objective of assessing what the child has attained in the course of eight year primary education. If the exam is to meet its original objective it has to undergo radical changes. A commission (Dr. Davy Koech Educational Commission) has been doing evaluation of the 8:4:4 system of education and presented its findings to the president this year (2000). Some of the recommendations are to change the education system.

The main culprit is lack of adequate high school places that leads to cut-throat competition. Last year - 1999 only 198,260 or 44% of 446,539 K.C.P.E candidates were admitted in form one.

However, the coveted national schools admitted only 1,600 candidates, while the second tier provincial schools took 39,000 students.

The K.C.P.E is thus used to stratify the pupils into social classes as those who attended the national schools and good provincial schools take the lion's share of the university places and thus end in better paying professions. This is despite the government's policy of making education promote social equality.

The overall goals of education are defined in the Ministry's official documents, the latest one being the master plan on education and training, 1997-2010. These are the goals translated to the primary school curriculum; which the K.C.P.E should test. However exams only examines a proportion of what is in the syllabus.

"The irony of K.C.P.E is that one of the former criticisms of the C.P.E is that it caused undue stress on the pupils by testing only three subjects. K.C.P.E assesses 14 subjects in seven papers unlike C.P.E which had only three papers. However, the exam (K.C.P.E) scores high in one major goal that of preparing pupils for further formal education and training. In fact that seems to be the sole purpose of the examination as it measures academic knowledge that can be memorised and reproduced." Blackboard - Daily Nation Monday, January 3, 2000.

One major disadvantage of the Kenya's national examinations is that they are done in a few hours that never realistically assess what the child has learned over the years. K.C.P.E is examined in three days that determined a child's future. As to whether the child is indisposed or panics due to stress on the material days; which happens quite often to the 14 years olds, that is not the concern of the examiners.

A system of regular continuous assessments right from standard one to eight would give a better picture of the child's ability.

STATEMENT OF THE PROBLEM:

TABLE 1.1

K.C.P.E PERFORMANCE FROM 1997, 1998 AND 1999 IN THE THREE
MERU DISTRICTS

DISTRICT NAME	NO. SAT IN 1999	POSITION IN THE COUNTRY		
		1999	1998	1997
MERU SOUTH	6,062	38	39	45
MERU NORTH	7,101	58	58	64
MERU CENTRAL	12,803	59	43	42

Egoji Division is in Meru Central District and the above table shows Meru Central being in position 59 in the country last year. The table shows also that Meru Central has been deteriorating in it's performance from 1997 to 1999. This problem has been persistent year in year out. Thus the situation seems to be moving from bad to worse and hence warranting a research.

TABLE 1.2

MERU CENTRAL DIVISIONDIVISIONAL ORDER OF MERIT BY AVERAGE MEAN SCORE

POSITION		DIVISION	NO OF SCHOOLS	1999 meanscore	1998 meanscore	1997 meanscore	INDEX	
1998	1999						1998	1999
1	2	NKUENE	28	347.50	364.24	390.66	-26.42	-9.10
2	1	ABOGETA	40	349.80	358.90	361.45	-2.55	-16.74
3	4	EGOJI	41	328.26	344.32	356.69	-12.37	-16.06
4	5	ABOTH. WEST	30	325.84	332.48	332.37	+0.11	-7.06
5	3	M M WEST	34	330.62	332.33	322.71	-10.38	-6.64
6	6	ABOTH. CENTRAL	20	311.75	311.70	317.11	-5.41	+0.05
7	8	M M EAST	33	275.04	291.96	280.69	+11.27	-14.17
8	7	TIMAU	27	276.86	291.03	307.52	-16.49	-15.92
9	9	ABOTH. EAST	36	275.07	290.83	305.23	-14.40	-15.76
10	10	BUURI	34	261.40	276.37	277.35	-0.98	-14.97

The above table shows that Egoji Division performance dropped from position 3 in 1998 with a mean score of 344.32 to position 4 with a mean score of 328.26 which showed a negative index of -16.06.

Parents today view K.C.P.E as of paramount importance and hence poor performance of pupils in the three Meru Districts and in particular Egoji Division of Meru District has caused concern.

Teachers have blamed the 8:4:4 system of over burdening students and lack of motivation on the teachers and pupils side as affecting performance. The parents have always pointed an accusing finger at the teachers. But the teachers have hit back by accusing parents in the district and the division of lack of sufficient parental involvement in school affairs of their children with the result that parents have failed to assist teachers to obtain good results. Parents have also been accused of letting their children be involved in drug taking.

The inspectors on their part have not been willing to shoulder the responsibility for the dismal performance.

The politicians have accused the teachers of being involved in business when they are supposed to be in class. The politicians have also been accused of interfering with appointment of incompetent headteachers and in tampering with the running of schools. With everyone therefore involved in determining the performance of pupils in K.C.P.E and the shifting of blame by all the parties affecting performance the problem is to establish and unearth the factors responsible for poor performance of K.C.P.E in Egoji Division in Meru Central District.

RATIONALE OF THE STUDY

After analysing the K.C.P.E results for Egoji division for the last three years the performance leaves a lot to be desired and thus precipitating the need for study.

People normally look for causes for the occurrence of any event especially if the event is affecting their lives directly or indirectly. Poor performance in national examination such as K.C.P.E in any district in this country affects the country's development as a whole and deserves an investigation.

The performance of K.C.P.E determines admission into good schools which in turn influences the performance in K.C.S.E and eventual entry into the university. Therefore the downward trend in performance of Egoji division makes it essential that factors affecting performance are investigated and a report made on possible solutions.

BACKGROUND TO THE PROBLEM

Upto 1985, primary examination was known as C.P.E (Certificate of Primary Education). Three papers were taken by class seven candidates. These papers were mathematics, English and General paper. Each paper had twelve points and a total of thirty six points were the highest a candidate could get. Through educational research and observation, it was noted that urban pupils did better than rural pupils yet 80% of the citizens lived in the rural areas. A change in the whole education was necessary.

Another important factor associated with C.P.E was the leaving school of pupils before they had matured enough and had sufficient experience to be "Gainfully employed" as the Gachathi report of 1976 pointed out. As such, this report recommended a nine year primary course during which children also learn technical know how while gaining in physical and mental maturity. The Gachathi report and that of Mackay, Second University 1981, ushered a new system of education, 8:4:4.

The 8:4:4 education system came into force in 1985, replacing the old system of education, the 7:4:2:3. In that year i.e 1985 class eight candidates took their primary examinations leading to the achievement of K.C.P.E Kenya certificate of Primary Examination.

To obtain this certificate pupils are expected to take six papers, normally done in three days. These papers are mathematics, English, Kiswahili, Science, Social Studies (GHCR) and a technical paper which is almost equivalent in nature to a general paper. In this system each paper is awarded twelve points.

OBJECTIVES OF THE STUDY

The purpose of the study is to:

- 1) To identify school factors that may directly or indirectly affect;
- Teachers' comfort in teaching
- Pupils' performance in K.C.P.E in Egoji division.
- 2) The study aims to identifying academic and professional qualifications of the teaching force in the division.
- 3) The study also aims to pin pointing instructional problems faced by the teachers and pupils in process of teaching and learning.
- 4) The other objective is to unearth effectiveness of school supervision and inspection and the role of two play in the school.
- 5) The study also would like to determine the effectiveness of parents-teachers-associations in promoting learning in schools.
- 6) Finally to recommend possible solutions to the problems faced in improving performance in K.C.P.E in Egoji division of Meru Central District.

BASIC ASSUMPTIONS OF THE STUDY

The study will have the following assumptions to help the researcher in answering the research problem through an investigation.

- 1) Egoji division harbours Egoji Teachers' Training college and this should affect positively the performance of pupils in K.C.P.E.

- 2) That the Ministry of Education has established Divisional and Zonal supervisory and inspectional services for primary schools.
- 3) That the teachers are supposed to be professionally qualified since the inception of inservice courses in teacher training colleges and the teachers are supposed to be equally distributed through out the division.
- 4) That the formation of parents-teachres-associations in every school has led to mutual co-operation and frequent interaction between teachers and parents.
- 5) That the 8:4:4 system emphasizes on technical education, it's assumed that most of the schools have workshops, school firm, library, playgrounds as all these help in pupils learning and hence improve performance.
- 6) It's assumed that teachers are motivated and hence they are devoted to their work.
- 7) The parents and the local community are in constant contact with the school, where their children learn.
- 8) The government through the Kenya Institute of Education provide with the right curricula, which is properly implemented by all the involved parties.
- 9) That the pupils themselves are motivated to learn not only by the materials gains of education but also by intrinsic value of education.
- 10) The national goals of education for primary schools are attained through the eight years of primary education.

SIGNIFICANCE OF THE STUDY

In December 1999 when the K.C.P.E results were announced by the Minister for Education there were mixed reactions. Some communities especially in Central Province and Eastern Province felt that the results "had been doctored to favour the politically correction regions. The K.C.P.E for Central and Eastern Province which are opposition strongholds need to be remarked." Daily Nation 30/12/1999 Pg 4. But we need to pose and ask oneself - What are the real factors affecting performance at the K.C.P.E level - politics aside. We have also witnessed years when rural schools and arid districts which are hunger stricken like Turkana attaining better results than Meru Central which is very fertile and arable. In 1999 K.C.P.E results Turkana District was number 12 nationally while, Meru Central was number 59 out of 65 districts.

So parents fail to understand what actually affects or influences performance, when Turkana which is very poor has always beaten Meru Central District. Parents have often accused teachers of spending most their time in selling "Mitumba" clothes and running other businesses at the expense of teaching their pupils.

The government's desire is to see the youth being successful in education to become future leaders and to realise the dream of making Kenya an industrialized country by the year 2020. People, pupils included view educational success as the solution of their socio-economic problems and an avenue to the individual opportunities and to family prosperity. It goes without saying therefore, that the essence of this study lies in the desire to objectively pin point the factors that affect primary school performance in K.C.P.E in Egoji division of Meru Central District.

K.C.P.E

This means Kenya Certificate of Primary Education awarded to primary school graduates at the end of a eight year primary education. (K.C.P.E has six papers namely mathematics, English, Swahili, science, GHCR, geography history, civics and religious studies and a technical subject. K.C.P.E replaced C.P.E in 1985.)

PTA

This is parents, teachers' association. It was recommended by the Ominde commission of education in 1964 and was charged with the responsibilities of assisting with running of schools and help in handling financial matters, construct buildings and maintain them and finally establish good relationship between the school and parents.

PERFORMANCE

This means the status of a pupil in respect to attainment of knowledge and skills in comparison with others and evaluated through formal examinations.

SCHOOL

A social institution where the young undergo training and acquisition of knowledge, skills and values as they interact and socialize with others.

INSPECTION

This is the process of guiding and giving professional instructions and advises by an officer to the teachers and involves stimulation of professional growth and development of teachers and evaluation instruction.

PUPIL

This is a young person who undergoes learning and training in a formal school with a hope of receiving education which would in turn change his life in future for the better.

TEACHER

A teacher can be trained or untrained and is employed to guide and direct the learning experiences of the learners in an institution.

TEACHING PRACTICE

This is the period when a student teacher engages in an exercise to experience practical teaching which in college and as a part of his/her normal teacher training course.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION;

In Kenya today success of a person to a great extent will depend on many factors, like his background, community where one comes from and education level. Any parent therefore with a child in school would be happy to hear his child was doing well in school. The parent would be even happier if the child performed excellently in public examination. It therefore follows that many of the parents would like to unearth the factors that affect the performance of their children. It's with the parents, educational policy makers and the pupils that the researcher set out to review related literature that focus on some of the factors that directly or indirectly influence or affect performance of pupils in K.C.P.E.

In the national development plan 1970-74 we gather;

“Primary education is fundamental basis for literacy and the foundation upon which are built the structures for modern education and training systems”. Pg 453.

The above indicate that in a developing country like Kenya education is the key to national development. Educational development (human resource development) and success in all levels particularly primary school, which is the foundation, is of paramount importance.

Discussing the problems that were facing primary education in Kenya in (1973), Beula M. Raju wrote that primary education was an integral and most significant of education system in Kenya.

She further argued that it faced much more serious problems than secondary technical and high education. Trying to identify some problems that faced primary education, she ended up pin pointing some of the factors without which success in K.C.P.E would be impossible. She argued that most rural schools lacked properly trained teachers and have a principal problem of inadequate teachers. Put in other words, she was lamenting that our primary schools in the rural would not prepare children effectively for secondary education without equitable distribution of teachers.

During the colonial era and even after independence, educational commissions have established to look into educational matters and make recommendations on improvement. Among the most important are the Phelps-stokes commission (1924), Beecher educational report (1949), Ominde commission (1964), Gachathi report (1976) and that of C.B Mackay (1981) which recommended the current education system 8:4:4. All these educational researchers and reports together with university academic and regional projects have helped to develop education to its present status.

According to the 8:4:4 education system, this present educational status must meet the challenge for national development, need for more relevant curricular equitable distribution of education resources, technical and vocational training level, assessment and evaluation in learning, increase opportunities for further training and education for national unity.

Many including the Board of governors, Headteachers and parents associations get excited at the prospect of getting a large number of highly qualified teachers posted in their schools.

But only a few know that from psychological studies not many of our teachers with high professional qualification are able to teach effectively. The fault may not be with the teachers. More after, the fault lies with the teacher training college. Some of these colleges might not be organizing professionally meaningful teaching practice programs for their students.

DR. J. M. Igaga⁽¹⁹⁷⁸⁾ in his book "a guide to teaching practice in Africa P. 1 argues that students teaching practice is the most important part of his professional training and hence are training he gets, his teaching practice should receive most attention.

He went on to argue that just as one could not get a driving licence if one could not drive a car properly, the student teacher could not expect his theory of teaching to see him through the classroom. Teaching practice is the time when the student has his first chance to apply and try out methodology psychology and principle that he has learnt theoretically at college. Effective organization of teaching practice program that takes into account all important aspects of T.P such as micro-teaching, demonstration teaching and preparation of meaningful teaching aids should be designed carefully and strictly adhered.

The department of educational communication and technology at Kenyatta University has compiled a book let to act as a guide to microteaching. The

department holds the view that students should not be seats out for T.P before Micro-teaching at the college. This has to be done because teaching is a very complex process made of many different activities and skills. The booklet stresses the value of microteaching by noting that it provides with practice of certain skills without the pressure of actual teaching situations. By concentrating on one skill at a time and by teaching a small group of his peers the student would be better to reflect on what he was doing.

The proceeding arguments have been general and at this point I would like to be more specific on the actual players who determine and affect the performance of pupils.

THE SCHOOL

The school physically consists of various things like buildings, playgrounds, people like workers, teachers and pupils.

It's essential that the school environment is conclusive and attractive to learning if pupils are to be successful.

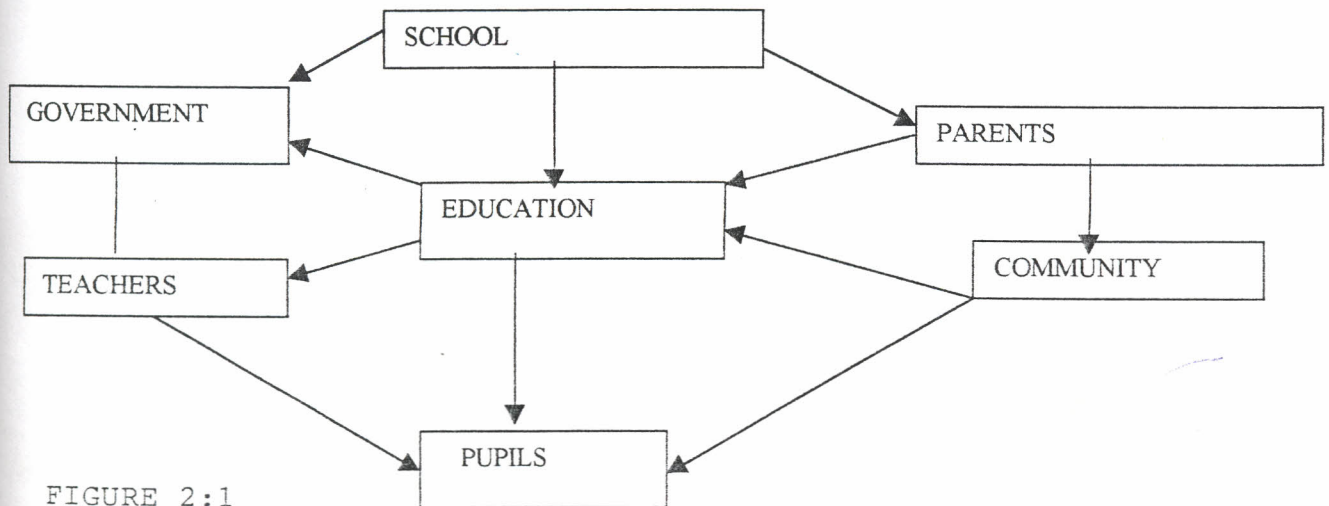


FIGURE 2:1

Agencies of education and how they are inter-related.

In order for the school to carry out its social role, it has to be basically a social organization. Like any other social organization each school is carefully structured and hierarchical in nature, ranging from the headteacher to the pupils.

In some aspects schools differ from one another, but the effectiveness, and success of any school will rely on it's headteacher the co-operation he gets from his fellow members of staff and from pupils, discipline and hardwork. In the words of professor D. N. Sifunari, ⁽¹⁹⁷⁵⁾ the argues that, teachers, parents, pupils and public in general tend to evaluate the quality of primary education offered at each school by how well the pupils perform in the K.C.P.E and by how many pupils are offered places in government schools.

As an agent of socialization, the school is part of the large community in which it exists. The headteacher, teachers, subordinate staff and pupils all exercise influences on each other. The school adult members thus mirror or reflect social attitudes and values to the young. To some extent, education is the process of learning to live together within society. Hence, one major function the school must do is to prepare the child to fit in the modern society by making him successful in the national examinations and viable in the modern economy.

(1972)

Wilbur B echoes his assertion by observing that the education is faced with the problem of training the young life in a society as it currently exists or seeking to provide training in harmony with ideals of the society.

In essence a school is a manufacturing industry from which finished products must be obtained. Of late in Kenya there has been a tremendous mushrooming of private primary schools. The owners of these schools are trying to make their schools to appear in the news papers in the top ten or top hundred and hence use all means to make pupils pass K.C.P.E including a transferring weak students to other schools to register their exam there or even buying leaked examination papers.

THE TEACHER

The teacher trained or untrained is that person who has willfully accepted the responsibility entrusted upon him by the nation to educate the young. Teachers discharge this responsibility differently, some do not have real devotion and dedication to duty others are drunkards while others still go the extent of befriending themselves with their girl pupils all of which undermine their personal character and social status. Nevertheless, a great number of teachers know that they are expected to do their best in their professional job and to preserve their personal integrity and social dignity.

Throughout out the world teachers have not been accorded their due noble status. On the contrary, they have been generally accused of low motivation towards advancement, dissatisfaction with their occupation, inclination to adapt to the policy of laissez faire in social life authoritarian over time, preference to follow rather than to lead conservatism rather than liberalism. Lack of aggression, personal ambition and little personal experience. The main thing here is that a teacher needs motivation, promotion and some incentive to work so as to perform his duty successfully. Each teacher also

devise social respect and material support from all around since he can perform alone. His professional qualifications, philosophy and personality, no doubt can greatly influence pupils attitudes and performance in examinations . Yet teachers require external assistance from school inspectors school committees, parents and cooperation from pupils.

INSPECTOR OF SCHOOLS

In inspector of schools is the officer entrusted with the responsibility of assisting teachers, morally, professionally and materially. According to the reports and proceedings ATEA conference university of Ife, Nigeria 1973, inspectorial work covers, "Assisting and guiding teachers of primary schools in their roles as immediate supervisors of their teaching, improving the classroom performance of teachers, particularly the unqualified ones.

While they are at work in schools, by observing their teaching methods, noting and improving their weaknesses and demonstrating improved methodology as related to the different age group of school children and their environment, assessing their performance of old and recently trained teachers with a view of identifying difficulties and shortcomings requiring improvement and adjustment of the current teacher education programme and assisting in development and introduction of new teaching techniques and related teaching aids, designed to compensate for the general lack of teaching equipment and aiding materials being characteristic for primary schools particularly in rural areas.

So as to effectively meet the above requirements, the school inspector should necessarily be more qualified and more experienced than the teachers they supervise. Further, they should adopt friendly assistance rather than patronising superior attitudes to teachers. Provision should be made to aid schools inspectors to easily reach and inspect schools as this exercise is so vital to educational progress. The teachers deminishing social and proffessional significance has coincided with a situation in recent years where it has become more and more difficult to escape upwards into their occupations, and yet the same period has seen evergrowing insistence by parents and pupils that teachers produce "Success" in K.C.P.E by whatever methods, legal or illegal.

THE PTA AND THE LOCAL COMMUNITY

Parents and teachers, as school associates, are not less improtant in the education process. The need to have school committees is not new in Kenya. In 1966 a seminar held between the Ministry of Education, Education Officers and their assistants from countries and staff members found that local schools' committee were effective in financial matters in erecting buildings and providing equipment, fostering good relationships among education officers, headmasters, teachers and parents.

To strengthen further the school committee for more involvement in educational matters and better parents-teachers'-association as from 1979. This meant that parents should not only communicate more effectively and more frequently with school authority but also be more concerned with actual learning of their children. Parents in some instances rarely visit the schools let alone maintain proper relationship between themselves and the school. Infact some decline requests to become committee members. Teachers on the other hand, seldom or even never at all, utilize the living wisdom from the community in their teaching by inviting community members as resource people to speak to the pupils in the schools.

Similarly, neither chairmen for parents nor those of the school committee often goes to address both teachers and pupils to encourage them on behalf of the other parents. Consequently, parents do not always give teachers and learners adequate moral and material support. Most parents assume that the only role they have to play in their children's education is just pay school fees, while the rest is the teachers' work. Moreover many parents seem not to realise that they also have to be education monitors of their children at home. They should help teachers rather than threaten or even invade teachers for disciplining their children. It's apparent that this parental detachment from educational role is often coupled with idle and castigating talk about certain "bad" teachers in the presence of their children. This may be so, as far as they are concerned but such talk does more harm and damage to the children's faith in their teachers.

PUPILS

Without pupils there would be no education. the pupil depend on his teacher's guidance teaching and evaluation, on his parents for material moral support and personal security. Yet as B. M. Raju 1973 points out in her book "Education in Kenya" chapter seven it can readily be agreed that many pupils still do their studeis under difficult conditions.

Such uncondusive conditions consist of poorly equipped classrooms and school environment, lack of teaching aids, learning without breakfast and lunch, long travelling to the nearest school, high rate of repeating upper classes and shortage of job training opportunities.

"The type of and quality of education, educational facilities and school environment play an important role in cultivating, shaping and developing the human capital, as well as producing valuable citizens" P52

At the same time each pupil measures himself from and compares himself with his peers. Many would-be successful learners have been enticed and misled by their peers through falling into bad habits, absenting themselves from school and becoming lazy.

Poorly learning pupils should never expect positive results from a difficult national examinations like K.C.P.E. Yet many people seem not to consider pupil factor as a meaningful contribution to mass failure in any given examination. This is especially true of any education system in which it's fruits are not forthcoming. A pupil whose family background is too poor to afford fees for government school, let alone join a private school would become frustrated and fail to put much effort at his lessons; poor performance hence results.

Some pupils convince themselves that it is just enough to know how to read and simple arithmetic to enable them to count money and K.C.P.E cannot lead someone to either training or employment after all.

This kind of reasoning on the part of the learner would generate unrealistic truancy, early marriages for girls, drop out of school, and general indiscipline problems. Towards this direction the pupils do not view learning as a means to an end, but taken as an end in itself. therefore, education should necessarily have motivating incentives for pupils to aspire to. some guidelines and recommendations have already been stipulated in the Gachathi report towards this move.

GACHATHI RECOMMENDATIONS

- To bring a sense of dignity towards social service and productive labour through appropriately programmed activities of basic education.

- To enable and motivate Kenyans to utilize their available resources with particular attention being paid to subjects which emphasize the national values eg. Agriculture.
- Education to expose the young to productive labour and eradicate negative attitude towards work especially manual work and self-employment.
- To make the education system seek to alter attitudes towards careers such as prejudice to agriculture, and reinforce changes in aspirations by income redistribution which encourages self-reliance, creativity, use of local resources, initiative and appropriate technology.
- To make formal education to induce the most appropriate and positive attitudes, productive labour, crafts, farming, creativity and give them greater rewards.
- Study the prevailing financing structure and incentive system related to all types of training. P12

SUMMARY OF LITERATURE REVIEWED

The literature under review focussed on what other scholars of education have said about the significance of the variables the project will set out to investigate. On the teacher professional and academic qualification coupled with unequal distribution of these teachers, the review has showed that this country in general and the rural areas in particular have to contend with a serious shortage of properly trained teachers, and not forgetting the current freezing by government on recruitment of primary school teachers, this problem has been fueled to a greater extent.

The review quoted the works of Beulah M. Raju who pointed out that because of this shortage there was a tendency to recruit teachers who are not competent to teach.

Karibu Kinyajui in his I.D.S paper NO: 208 argued that teacher qualifications could not be taken as the sole index of the quality of primary education. To ensure good quality of education in all our primary schools, there is need to distribute teachers equitably.

The review also touched on the fact that with all the professionally competent teachers poor performance can continue to a problem unless those same teachers were given sufficient and relevant guidance in the area of instructional process through well organized and properly executed teaching practice programmes in teachers' colleges and organization of effective supervision and inspection.

The review also drew the attention to the reader to the fact that parental attitudes and involvement are crucial to the success of children in schools. It was pointed out, for example that rejected children were less likely to succeed on their school work than accepted and loved children.

In conclusion the schools should make the pupils successful in examinations and in life and that all the people concerned should fully participate in this noble undertaking and that incentives, rewards and job opportunities are necessary to make education meaningful to the learner.

CHAPTER THREE

METHODOLOGY:

Introduction

This project is designed to study factors that affect performance of K.C.P.E in Egoji division. Egoji division was chosen because of it's declining performance in K.C.P.E since 1997.

Egoji division of Meru Central District has 41 primary schools. The division is under area education officer and under him are zonal inspectors.

The sample

To be able to effectively tackle the problem at hand, one needed to work with a much larger sample and that it would be necessary to have a comparative approach by examining how is the performance in other divisions in the district or compare with other districts in the larger former Meru District.

The sample required for this study is determined by the nature of the data needed. This data was collected from district, division, zone, school and classroom level. At the district level the study involved interviewing the district education officer to tell about general school administration in the district and it's performance. At the division level the study involved the Assistant or Area Education Officer (AEO) and the Zonal Inspectors. The AEO and the zonal inspectors were formally known as assistant primary school inspectors (AIPSI) gave information about school administration, learning, performance, qualifications and distribution of teachers in the district and parents contribution towards education.

Egoji division is large and therefore the researcher randomly picked five primary schools in the division, five primary school headteachers together with ten standard eight class masters/ mistresses all in Egoji division and finally the research will also involve three members of PTA - viz chairman, secretary and one ordinary member of the following schools;

- Karoe Pry School
- Gaukone Pry School
- Kinoro Pry School
- St. Joseph's Egoji Pry School

Research instruments

The researcher used a questionnaire in collecting necessary data from the field. The researcher took the questionnaire personally to the respondents. One questionnaire constructed of 14 questions was taken to the AEO (Assistant Education Officer). The second questionnaire of the ten questions was taken to five zonal inspectors. The third questionnaire of twelve questions was taken to the five headteachers of the selected schools; and finally a questionnaire of eight questions was taken to ten class eight classmasters and classmistresses.

The second method which the researcher employed was interview. The researcher personally visited each relevant officer and held an interview. Interview was necessary because the questionnaire was not able to cover all the areas and all the data.

Finally the researcher used observation method whereby he went to schools and observed whether there were facilities like homescience rooms and workshops, school farms and playing grounds. He also found out whether the facilities are enough for the pupils. The facilities are important as they facilitate and enhance better performance of pupils.

The researcher made it very clear in the questionnaire it's purpose and made respondents feel at ease, to ensure that their responses and remarks would be taken and treated in absolute confidence.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Egoji division is in Meru Central District and Meru Central District has ten divisions. These are Abogeta, Nkuene, Miriga Mieru West, Miriga Mieru East, Egoji, Abothuguchi West, Abothuguchi East, Abothuguchi Central, Timau and Buuri. Each division is under Assistant Education Officer and Division School Inspector. Further each division is divided into several educational zones, which are under the responsibility of zonal inspectors.

The following table shows the number of divisions, number of schools and their mean score in the year ended 1999.

TABLE 4.01

POSITION	DIVISION	NUMBER OF SCHOOLS	MEAN SCORE
1	ABOGETA	41	349.80
2	NKUENE	28	347.50
3	M/M/WEST	35	330.62
4	EGOJI	41	328.62
5	ABOTHUGUCHI WEST	34	325.84
6	ABOTHUGUCHI CENTRAL	21	311.75
7	TIMAU	27	276.86
8	M/M/EAST	33	276.04
9	ABOTHUGUCHI EAST	37	275.07
10	BUURI	34	261.40

(adopted from Meru Central annual analysis of K.C.P.E results by the D.E.O 1999)

As the table 4.00 indicate Meru district has a total of 331 primary schools. According to the number of inspectors available the area is too large for effective administration and inspection.

TABLE 4.02 (adopted from Meru Central K.C.P.E analysis 1999 by the DEO)

POSITION	ZONE	DIVISION
1. Fred's Academy	Meru Municipality	M/M East
2. Mwalimu Academy	Meru Municipality	M/M/ East
3. Consolata	Meru Municipality	M/M East
4. Kanyakine B.	Kanyakine	Abogeta
5. Minors	Meru Municipality	M/M East
6. Harmony	Meru Municipality	M/M East
7. Meru Junior	Meru Municipality	M/M East
8. St. Martin's	Abothuguchi	Abothuguchi West
9. Bishop Thamburi	Abothuguchi	Abothuguchi C.
10. Imenti B.	Nkubu	Nkuene
11. Egoji Boys	Egoji	Egoji
12. Miiru H.Academy	Egoji	Egoji
13. Wesley Boarding	Nkubu	Nkuene
14. Gangara	Kionyo	Abogeta
15. R.G.C. Gitimbine	Meru Municipality	M/M East
16. Lions	Meru Municipality	M/M East
17. Abothuguchi B.	Abothuguchi	Abothuguchi West
18. Our lady Visitation	Timau	Timau
19. Mama Day	Buuri	Buuri
20. Nyaagi	Kionyo	Abogeta

Table 4.02 indicate that schools which lie in or around urban centres perform better than those in rural areas.

This is supported by the fact that 8 out of 20 top schools are from Meru Municipality. Imenti Boarding, Wesley Boarding are in Nkubu Urgan Centre, Our Lady of Visitation is in Timau Urban Centre. This means 55% of the top 20 schools are in urban centres. The two schools among the top 20 from Egoji namely Egoji Boarding and Miiru High Academy are both from Egoji Market which further strengthens the fact that schools around Urban Centres seem to do better than those in the rural areas.

From the above table we can deduce that there must be reasons, as to why urban schools do better than those schools in rural areas. According to the headteachers, and the DEO interviewed many teachers prefer to stay around urban centres hence those schools in rural areas are understaffed. The headteachers of five schools interviewed felt that there is imbalance in terms of staffing of teachers in urban centres and rural areas hence this affected performance of pupils in K.C.P.E.

Table 4.02 suggests that solutions must be provided in balancing teachers to check the problem of understaffing. According to the DEO interviewed, there was a problem that influential people e.g top civil servants posted to the district bring their wives and want them posted in urban schools where they stay.

It was brought to the knowledge of the researcher that refresher courses are organized for headteachers. But refresher courses should be organized for all the teachers in the primary schools. This is for instance important because those teachers in the primary schools were not under the 8:4:4 education system which they are supposed to teach. Hence there is need for orientation so as to familiarise with the system.

TABLE 4.03

Frequency of organizing refresher and inservice courses 1998 - 1999

YEAR	REFRESHER	INSERVICE	LEVEL OF OCCURENCE
1998	2 For Primary Schools Heads (Primary School Management Prism)	3 For Pre-school Teachers	Division and Zone
1999	2 For primary Schools Heads	3 for Pre-school Teachers	Division and Zone
TOTAL	4	6	Moderate

The justification for inservice of Pre-school teachers according to the AEO was that majority of them were untrained.

TABLE 4.04

Frequency of school inspection by DEO, DPSI and Zonal inspectors in Egoji Disivision.

YEAR	DEO	AEO	DPSI	ZONAL INSPECTORS
1998	3	43	43	129
1999	3	43	43	120
	6	86	86	249

It's observable from the above table that inspection has been facilitated. Nevertheless there is need for school inspection frequently by the DEO and AEO.

The nature of the inspection however should be more friendly. According to the school heads and class eight teachers interviewed, they felt that the inspectors sometimes harrassed and embarrassed the teachers. Hence the teachers felt that the inspectors should be positive rather than always reprimanding them and looking for mistakes. The teachers also felt that the inspectors visits should be more instructional and not official.

TABLE 4.05

DISTRICT HQR'S	DIVISION OFFICE	SCHOOL	DISTANCE IN KM
MERU	EGOJI	KAROE	15 KM
MERU	EGOJI	KINORO	10 KM
MERU	EGOJI	ST. JOSEPH	3 KM
MERU	EGOJI	GIKURUNE	7 KM
MERU	EGOJI	EGOJI PRY	2 KM

Approximate distance from Meru town to Egoji is 30 KM.

According to the above table the distance from Meru head office to the various schools is long hence, this can account for the few visit by the DEO and DPSI (Deputy Primary School Inspector). The schools which are near the road are frequently visited by inspectors because of the nature of the roads and the long distances covered. The inspectors face a big problem of transport since no vehicles are provided for them and some schools like Kinoro and Karoe are far and the roads are seasonal.

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TABLE 4.06

Problems facing inspectors

DISTANCE	32%
LACK OF TRANSPORT FACILITIES	63%
INSUFFICIENT MANPOWER	5%
NO PROBLEM AT ALL	NIL
TOTAL	100%

According to the above table lack of transport facilities and distance seems to be the major problems facing inspection in the division and the district in general.

TABLE 4.07

Items ranking by zonal inspectors

ITEM	POSITION	PERCENTAGE SCORE
A	2	30
B	6	NIL
C	1	34
D	3	21
E	4	15
TOTAL		100%

The variable with 34% is lack of devotion and dissatisfaction among the teachers. The next is distance covered by the inspectors to reach the various schools. Number 3 is lack of transport facilities to the schools and four is lack of teaching and learning materials and finally the inspectors agreed that inspectors are enough in the division.

In order to obtain class data, this study also involved classmasters and mistresses. In the five primary schools chosen two class masters/mistresses for Std 8 were picked from each school. Therefore ten class masters were interviewed and given a questionnaire to fill in. The questionnaires given were similar in content. Their responses have been considered and tabulated. The following table show their qualifications.

TABLE 4.07

Range of professional qualifications of class eight masters/mistresses.

DIPLOMA IN EDUCATION	S1	P1	P2	P3	P4	UNTRAINED	ANY OTHER
2	1	4	2	1	NIL	NIL	NIL

This table indicates that the classmasters in the five schools are all trained. This therefore should help the teachers to prepare the Std eight pupils adequately for them to be able to do well in K.C.P.E. But on the contrary the table below show their academic qualifications are not as impressive as their professional qualification. This low academic qualification may be able to explain why they are not able to give the right content to the pupils.

TABLE 4.08

Academic qualifications for classmasters of Std eight.

CPE or KCPE	KJSE	KCSE	KACE	ANY OTHER	
NIL	3	7	NIL	NIL	

The table 4.08 shows that majority of the Std 8 teachers are KJSE and KCSE certificate holders. Those who have KCSE certificates had grades ranging from division 3 and 4 and C- to D. This shows that academically they are not very good. Admission criteria to primary school teachers colleges is grade D and above. This means someone with D can qualify to be a P2 or P1 teacher; but D is a poor grade academically. This therefore can be taken to explain the poor performance of pupils in KCPE.

TABLE 4.09

Duration of teaching in years

1-5	6-10	11-15	16-20	21-25	25-30
2	2	3	1	2	NIL

The table 4.09 indicate that the class eight teachers are experienced in terms of the number of years they have been teaching.

TABLE 4.10

Stay at the current station in years.

1-5	6-10	11-15	16-20	21-25	26-30
8	1	1	NIL	NIL	NIL

These class eight teachers interviewed felt that frequent transfers of teachers from one school to another greatly affected the performance of pupils in KCPE. They argued that class eight and seven teachers should not be transferred before their classes do their KCPE. They hastened to add that if the transfers are to be there, they should be effected at the start of the year and not at the middle. Finally the teachers argued that transfer of teachers should be done only on the basis of balancing the understaffed and overstaffed schools or new schools and not on favourism or bribery to education officers who effect the transfers.

TABLE 4.11

Teachers per class

1-5	6-10	11-15	21-25	25-30	TOTAL %
45	53	2	NIL	NIL	100%

This suggests that there is understaffing in terms of the number of teachers per class.

TABLE 4.12

Range of lessons per teacher per week in percentage

1-10	11-20	21-30	31-40	41-50	TOTAL
2	12	13	28	45	100

According to the above table 73% of the teachers have 30-50 lessons per week. This suggests that the teachers are overloaded in terms of lessons taught per week.

The teachers are occupied in almost all the lessons in the time table throughout the day apart from the 30 minutes tea break and one hour lunch break. Hence there is no time to rest and prepare for the next class as the lessons follow one another. This therefore has a negative impact on K.C.P.E performance as the teachers are not properly prepared when going to the next class since they follow one another.

TABLE 4.13

Number of pupils per class in percentage

1-10	11-20	21-30	31-40	41-50	51-60	61-70	TOTAL
1	8	27	22	33	7	2	100

For effective learning to take place a class should have a number of pupils who can be comfortably handled by one teacher. An average of 20-30 is a good number but according to the above table 55% of the classes of the 5 schools visited had classes of 31-50 pupils per class. This can bring inefficiency in handling the class by the teacher because of big number. The teacher need to tackle individual students problems because of individual differences among the pupils.

TABLE 4.14

Range of classes seven and eight repeaters in percentage

1-10	11-20	21-30	31-40	41-50	TOTAL
38	47	10	5	NIL	100

The table above shows that 57% of the five schools visited had between 11-30 repeaters in class seven and eight. In Karoo Primary school, the researcher found out there was a problem of forced repetition of poor class eight pupils. This forced repetition of classes demoralized pupils oftenly and indirectly made the pupils to perform poorly.

Children in and out of school need enough and quality food to be able to grow up and learn properly. Both breakfast and mid-day meal are meaningful to learning children, because they can not effectively do their studies on empty stomachs.

TABLE 4.15

Lunch in percentage score (class eight pupils)

DO WITHOUT	COME WITH PACKED LUNCH	GO HOME FOR LUNCH	TOTAL
17	40	43	100

The researcher found out that pupils who go home for lunch oftenly are late coming back to school in the afternoon. The main reason for coming late was the long distances travelled to their homes. Besides, some come back when they were very tired to learn effectively. Others come back without having had any lunch because of the current famine facing the area right now. Hence school feeding programmes should be extended to the area to enable the pupils to attend classes. Lack of food is so serious that around 30% of pupils in the five schools visited have left school because their parents can not afford to feed them, therefore these pupils have left school to be employed to pick coffee, or as house helps to be able to get food.

Testing is always very essential for pupils anticipating examinations such as K.C.P.E so as to prepare themselves and get used to answering questions.

In the five schools visited, the researcher was informed that internal examinations are done on monthly basis (these are continous assessments tests). External tests are also given but the pupils have to pay for them, unfortunately many can not afford the payments and hence are disadvantaged.

In chapter three I mentioned that five primary schools would be involved in the study. These schools are Karoe, St. Joseph, Kinoro, Egoji Primary and Gikurune Primary school.

TABLE 4.16

Frequency of school visit by parents to view children's progress

SCHOOL	NEVER AT ALL	MONTHLY	TERMLY	TOTAL
KAROE	56	17	27	100%
ST JOSEPH	40	26	34	100%
KINORO	58	22	20	100%
EGOJI PRIMARY	60	21	19	100%
GIKURUNE	62	18	20	100%

1999 class 8, classmaster's report about parental visits.

The above table clearly shows that parental efforts to education can not simply be ignored. "NEVER AT ALL" remains important. This implies that many parents do not regard it important to visit schools to either find out about their children's progress or to counsel them.

The headteachers of the five schools visited by the researcher felt that parents involvement in running of the school was very important.

The headteachers interviewed have had long experience as heads or as deputies in various schools as indicated below.

TABLE 4.17

Range of the time of headship in years.

1-5	6-10	11-15	16-20	21-25	26-30
NIL	1	1	2	1	NIL

TABLE 4.18

Headteachers professional qualifications

DIPLOMA IN ED	SI	P1	P2	P3	P4	UNTRAINED
NIL	1	1	1	2	NIL	NIL

In table 4.18 the professional qualification of the headteachers is not as impressive as their long experience as headteachers. This is due to the fact that some of the members of the teaching staff are more qualified both academically and professionally. The recent deployment of arts diploma holders from secondary schools has brought more problems to the primary school heads, who often suffer inferiority complex, since the diploma holders are more qualified both professionally and academically than the head teachers.

Items ranked by the head teachers for better performance were;

- (a) Increasing teachers salaries
- (b) Organising refresher and in-service courses regularly for the teachers.
- (c) Localising the teaching staff.
- (d) Effecting transfers of teachers at the beginning of the year only.
- (e) Holding prize giving days in the division.

TABLE 4.19
Items ranking

SCHOOL	ITEMS	POSITION
KAROE	A	1
	D	2
	E	3
	B	4
	C	5
KINORO	A	1
	B	2
	D	3
	E	4
	C	5
ST. JOSEPH	A	1
	D	2
	C	3
	D	4
	B	5
GIKURUNE	E	1
	A	2
	D	3
	B	4
	C	5
EGOJI PRIMARY	E	1
	A	2
	C	3
	D	4
	B	5

In summary the headteachers generally felt that the salary increment which had been accepted by the government in 1997 and stalled after only one phase had been implemented due to poor economic development should be fully implemented and be motivator to achieve better results in KCPE. They further had a feeling that prize giving days helped to cultivate the spirit of competition and hence should be held regularly in th division.

Finally the headteachers offered suggestions to solve the problem of understaffing arguing that transfers should be effected at the start of the year only to avoid disturbing teachers with candidate classes.

They further suggested that regularly inservice and refresher courses should be held for both untrained and trained teachers, if any improvement in performance in KCPE is to be achieved.

However, they argued against the localising of teachers, saying that those who came from around were often women teachers. They hastened to add that the female teachers were frequently on leave eg maternity and other times having domestic problems with their house help or husbands. They felt that the government policy of posting people to their home area should be changed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY:

This research is a study of factors that affect performance in K.C.P.E in Egoji division. It was designed and carried out in partial fulfilment for the masters degree of education. Thus, the data required for the study ranged from district, divisional, zonal, school and even classroom level.

Accordingly, the respondents consisted of district education officers, Division Education Officers, Zonal School Inspectors of Egoji Divisions, 5 headteachers and 10 masters and/or mistresses, all drawn from the five primary schools, all selected from Egoji Educational Division. All this gave a total number of 20 respondents excluding assistant chiefs, parents and pupils.

To obtain the needed information, the researcher constructed four instruments. The first was an interview questionnaire for the district and divisional education officers. The second was filled by the six assistant primary schools' inspectors of Egoji division. The third went to the 5 headteachers and the last was completed by the 10 class eight masters. The researcher also used observational methods, chiefly directed to the classroom data and school environment. The findings were analysed through percentages and tabulated accordingly. The study took two months to be accomplished.

CONCLUSION

1. Owing to the problems above, there is inadequate school inspection, provision of learning materials and visual aids in the district.

2. Similarly, parents-teachers-associations and school committees are not always effective in discharging their educational, moral and material support to schools.
3. Parents do not regularly visit schools to learn about their children unless the latter are in serious problems such as expulsion.
4. There are insufficient learning materials, visual aids and physical facilities, including furniture, in schools throughout contrary to the 8-4-4 system requirement.
5. Teachers do not always show full devotion and dedication to their work of teaching, they lack motivation and incentives.
6. Schools are not always within easy reach for operation by teachers, parents and pupils particularly in the remote parts of the division.
7. So far, Kenya Institute of Education has not adequately supplied learning materials for practical work, as well as text books, especially mathematics, English and Christian Religious Education.
8. The deployment of diploma art teachers to primary schools from secondary schools has demoralized them and hence contributed to low performance in the division.

RECOMMENDATIONS

1. Egoji Training College in Egoji division should increase frequency in organising academic seminars and inservice courses for teachers.
2. There is need to motivate teachers through academic and promotions, offering hardship allowance in difficult and remote areas in the division, housing them within school compound and rewarding hard working teachers in terms of subjects, prizes or trophies.
3. Smooth relationship between teachers, education officers, parents and pupils. Co-operation in learning is vital in improving performance in examinations.
4. Headteachers should be democratic in leadership, be willing to delegate powers and avoid handling school finances.
5. When necessary, transfers should occur at the beginning of the year only.
6. There is need for education officers from the district head office to frequently visit and inspect schools and to hold seminars with teachers and parents leading to more commitment in educating their young.

7. Frequent fund raising meetings and should be conserved to raise funds for purchasing physical facilities, furniture and teaching materials.
8. Provision of transport facilities by the Ministry of Education to ease school inspection of food distribution within the district is necessary.
9. School feeding programme should be extended to all schools in the district and the Ministry of Education to consider the possibility of putting up some boarding primary schools in the sparsely populated areas of the district to help pupils from walking long distance to the nearest school/
10. Staffing should be so balanced that urban schools do not have more teachers than rural schools.
11. All headteachers should be trained and teach fewer lessons so that they can concentrate more on school administration and internal supervision of the assistant teachers and official matters.
12. Teachers should motivate pupils and instill in them the spirit of competition in learning by providing meaningful incentives and rewards in all classes.
13. Teachers should always organise all pupils some remedial work after all examinations both internal and external.
14. All schools should endeavour to make their environments conducive to effective learning.
15. Parents must be discouraged from invading and threatening teachers when their children have been disciplined at school.
16. Local politics between clans must never be allowed to interfere with the school systems or parents-teachers-associations and school committees.

Suggestions for further research

1. There is need to carry out a similar research covering all school within the district.
2. Its essential such research be carried out in every district within the republic following the district focus for rural development plans.

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APPENDIX I

QUESTIONNAIRE TO HEADTEACHERS

Dear Sir/Madam,

I am master of education student at Kenyatta University. I am carrying out a research to find out the that affect performance in K.C.P.E in Egoji division.

The information given will be treated with utmost confidentiality.

NAME OF THE SCHOOL _____

QUALIFICATION OF THE HEADTEACHER _____

EXPERIENCE OF THE HEADTEACHER AS A HEAD _____

Tick the correct answer

1. How are the visits by the zonal inspectors and Area Education Officer?
 - (a) Sufficient
 - (b) Satisfactory
 - (c) Insufficient
 - (d) Not at all

2. How often do you check on your teachers lesson notes schemes of work and pupils record of work?
 - (a) Not at all
 - (b) At the beginning and end of the term
 - (c) Regularly
 - (d) When the inspectors are coming to visit

Fill in the table

3. Parental attitudes and PTA involvement

VISIT	NIL	MONTHLY	TERMLY	ANNUALY
BY PTA CHAIRMAN				
BY SCHOOL COMMITTEE				

4. Rank the following items as they affect performance in your school.
 - (a) Increasing teachers salaries
 - (b) Organising refresher courses regularly for teachers in the division
 - (c) Localising the teaching staff
 - (d) Effecting transfer of teachers at the beginning of the year only
 - (e) Holding prize giving days in the division.

5. How do you assess the parents concern for their children's nutritional and educational needs?
 - (a) Not concerned
 - (b) Very concerned
 - (c) Satisfactory
 - (d) Not decided

6. How readily do the parents of your pupils buy the many extra books and other learning materials necessary for the good performance on the K.C.P.E?
 - (a) Very willing
 - (b) reluctant
 - (c) Not willing
 - (d) uncorperative

7. Do parents employ private tutors for their children for purposes of helping good performance on the K.C.P.E?
 - (a) All the parents
 - (b) A few of the parents
 - (c) None of the parents
 - (d) A big number of parents

8. How qualified are your teachers?
 - (a) Not qualified
 - (b) Highly qualified
 - (c) Satisfactory
 - (d) Below average

9. How often do you as head teacher go in to observe teachers as they teach in class?
 - (a) Regularly
 - (b) Not at all
 - (c) Once per term
 - (d) When inspectors are expected

10. What is your feeling about staffing in your school.
 - (a) Understaffed
 - (b) Overstaffed
 - (c) Averagely staffed
 - (d) Not decided

11. Do you force low performers to repeat class seven?

- (a) Yes
- (b) No
- (c) Sometimes
- (d) When advised by parents.

12. What is the average number of student per class?

- (a) 20
- (b) 30
- (c) 40
- (d) 50

APPENDIX II

QUESTIONNAIRE TO THE AEO

Dear Sir/Madam

I am a master of education student at Kenyatta University. I am carrying out a research to find out the factors that affect performance in K.C.P.E in Egoji division.

The information given will be helpful and will be treated with confidence.

INTERVIEW SCHEDULE FOR AEO

ADMINISTRATIVE DETAILS

1. How many schools (primary) are there in the division?

41

2. Teacher's professional qualification

DIPLOMA IN ED	S1	P1	P2	P3	UT	TOTAL
19	64	288	83	3	1	457

3. Frequency of organizing refresher and inservice courses
1998/1999

YEAR	REFRESHER	INSERVICE	LEVEL OF OCCURENCE
1998	2 Primary Schools' management (head)	3 for Pre-school teachers	Moderate
1999	2 Primay Schools' Management (Head)	3 for Pre-school teachers	Moderate
TOTAL	4	6	Average

4. Frequency of school inspection by DEO, DPSI, ZONAL INSPECTORS in the division

YEAE	DEO	AEO	DPSI	ZONAL INSPECTORS
1998	3	43	43	129
1999	3	43	43	120
TOTAL		86	86	249

5. K.C.P.E performance of Egoji division from 1997 - 1999 and it's position in the district.

DIVISION	1997	1998	1999
EGOJI	3	3	5

6. Analysis of K.C.P.E performance of Meru Central District from 1997 - 1999

DISTRICT	POSITION IN THE COUNTRY		1999
	1997	1998	
MERU CENTRAL			
MERU NORTH			
MERU SOUTH			

QUESTIONNAIRE FOR AEO

7. How many educational ^{zones} divisions are there in the division.
8. What is the total number of trained and untrained teachers in the division?
9. What creteria, if any are used to distribute teachers?
10. Are there inservice courses, if any, organised and what levels?
11. Are there devices of rewarding either leading schools or pupils in internal or national examinations?
12. Do you think the presence of Egoji teachers college in the division has helped to improve performance of schools in K.C.P.E ? If so, how?
13. Rank the following items as they cause low performance in K.C.P.E in your division.
- (a) Difficulty in reaching and inspecting schools
 - (b) In effective school administration by head teachers
 - (c) Little devotion and cooperation on the part of the teachers.
 - (d) Lack of learning materials and teaching aids.
 - (e) Pupils' absenteeism, indiscipline and drug abuse.
 - (f) Insufficient parents-teachers-association (officials) moral and material support to schools.
 - (g) Political interference by politicians in running the schools.

APPENDIX III

QUESTIONNAIRE TO THE ZONAL INSPECTORS

Dear Sir/Madam,

I am a master of education student at Kenyatta University. I am carrying out a research to find out factors that affect performance in Egoji division. The information given will be treated with a lot of confidentiality.

1. What is your professional qualification?

M.ed, B.ed, Diploma, S1, P1, P2, P3, P4

2. Is staffing a big problem in the primary school in the division?

- (a) Very serious
- (b) Not a problem
- (c) Not decided
- (d) Rarely a problem

3. Do you organize inservice courses in the division?

- (a) Yes
- (b) No
- (c) Occassionally
- (d) Frequently

4. How frequent do you visit one school for inspection per year.

- (a) Once
- (b) Twice
- (c) Not at all
- (d) At the end of the term

5. Rank the following factors as they affect performance of K.C.P.E in the division

- (a) Distance covered by inspectors
- (b) Shortage of inspectors
- (c) Lack of devotion and satisfaction from teachers
- (d) Lack of transport facilities
- (e) Lack of learning and teaching materials

6. Are the headteachers in the division qualified to be heads?
 - (a) Not qualified
 - (b) Very qualified
 - (c) Average
 - (d) Not decided

7. Do you have follow up visits to the schools?
 - (a) Yes
 - (b) No
 - (c) Occassionally
 - (d) When asked.

8. Are physical facilities in the schools in the division enough?
 - (a) Yes
 - (b) They are average
 - (c) No
 - (d) Not decided.

9. Do headteachers cooperate with you when you go for inspection in their schools?
 - (a) No
 - (b) Occassionally
 - (c) Yes
 - (d) When informed earlier

10. Do you inform the headteachers when intending to visit his/her school?
 - (a) Sometimes
 - (b) Yes
 - (c) All the times
 - (d) No

APPENDIX IV

QUESTIONNAIRE TO CLASS EIGHT MASTERS/MISTRESSES

Dear Sir/Madam,

I am a master of education (M.Ed. PTE) student at Kenyatta University. I am carrying out a research to find out the factors that affect performance in K.C.P.E in Egoji division.

The information you give will be treated with utmost confidentiality and will not be used against you. Thank you.

NAME OF THE SCHOOL _____

QUALIFICATION (S1, P1, P2,Etc) _____

EXPERIENCE IN YEARS _____

STAY AT CURRENT STATION IN YEARS _____

NO OF REPEATERS IN YOUR CLASS _____

Tick the correct answer

1. Does repeating by pupils after doing K.C.P.E affect performance of the school?
 - (a) Rarely
 - (b) To a large extent
 - (c) Not decided
 - (d) Yes

2. Do your pupils show willingness to do assignments?
 - (a) Yes
 - (b) No
 - (c) Occassionally
 - (d) When punished

3. What is the average number of pupils in your classes in the whole school?
 - (a) 20
 - (b) 30
 - (c) 40
 - (d) 40

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4. Does truancy affect performance of your pupils in K.C.P.E?
 - (a) Yes
 - (b) Rarely
 - (c) Not at all
 - (d) Not decided

5. Are class eight teachers over loaded in their work?
 - (a) No
 - (b) Yes
 - (c) A few are
 - (d) Not decided

6. How often do class eight pupils do continuous assessment tests?
 - (a) Monthly
 - (b) Weekly
 - (c) End of the term
 - (d) NOT at all

7. How frequent do class eight parents visit the school to find out progress of their children?
 - (a) Sometimes
 - (b) Rarely
 - (c) Never at all
 - (d) All the time

8. How sufficient are the learning materials?
 - (a) Enough
 - (b) Inadequate
 - (c) Not available
 - (d) Not decided