

**PERCEPTION OF PUPILS AND TEACHERS ON ACADEMIC  
PERFORMANCE IN KENYA CERTIFICATE  
OF PRIMARY EDUCATION IN NTUGI  
ZONE, THARAKA DISTRICT  
KENYA**

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A Thesis

Presented to the School of  
Postgraduate Studies and Research  
Kampala International University  
Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree

Master of Educational Management  
And Administration

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By:

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## DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

WANSYON K. RIGIJA MAJRA



Name and Signature of Candidate

19/09/2010.


Date



## DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my own supervision".

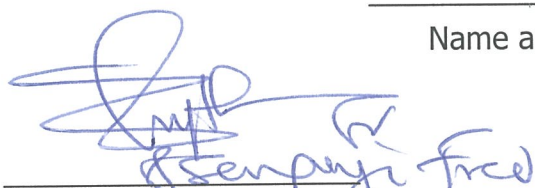
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Signature  
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## APPROVAL SHEET

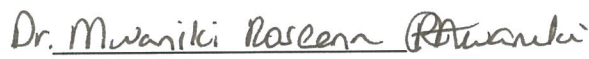
This dissertation entitled "perception of pupils and teachers on academic performance in Kenya certificate of primary education" was prepared and submitted by Nahshon K. Rigijia Majira in partial fulfillment of the requirements for the degree of Masters in Education management and administration has been examined and approved by the panel on oral examination with a grade of \_\_\_\_\_.

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## **DEDICATION**

This book is dedicated to my beloved wife and my children for their patience and understanding during the period of the study.

## **ACKNOWLEDGEMENT**

First of all I give thanks to the almighty God for his mercy and grace granted to me during this time of my degree course and through this researcher project

I would like to thank my supervisor for being there for me whenever I needed him and also offering his professional advice where necessary.

I would also like to thank my head teacher and his staff for their moral and material support, also the educational field officers Ntugi Zone for providing me with the valid information and data during the project, not forgetting the teacher's service commission of Kenya for granting permission to be off duty during the exercise

Am also grateful to the full faculty of Kampala International University for mounting all the directives, procedures and methods of carrying out this research project.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

May God bless you all?

## **ABSTRACT**

The purpose of the study was to examine the perception of pupils and teachers on the cause of poor academic performance among the pupils within ntugi zone Tharaka district Kenya.

The specific objectives of the study were;

To determine the perception of teachers and pupils on poor academic performance, to determine the perception of pupils on teachers qualification and student's poor academic performances, To determine the perception of teachers on pupils poor academic performance and teachers methods of teaching, to determine the pupils perception on their poor academic performance and teachers methods of teaching, to determine the teachers perception on pupils school environment and pupil's poor performance, to determine pupil's perception on school environment and poor academic performance, to determine the teacher's perception on pupils home environment and pupils academic performance and to determine the pupil perception on their home environment and performance.

The methods of data collection were questionnaires and interviews.

The response of teachers showed that teachers' qualifications and pupils' school and home environment influence academic performance.

Pupil's response on the other hand showed that teachers' qualification, teaching methods, pupils' home and school environment and learning materials influence their academic performance.

The implications of these findings will help primary school teachers and parents on the improvement of the academic performance.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the Study**

The government of Kenya attaches great importance to the development of education, for it recognizes that education is a powerful tool for transformation of society (Education White Paper 1992). Education plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, as well as the national goals of unity, democracy, economic progress and security of all its citizens. Emphasis is put on the role of education in liberating people from the vicious cycle of poverty, dependence, ignorance, disease and indignity, and in the process of building a self reliant nation with a sustained independent economy.

All Kenyan primary school pupils take national examinations when they finish primary school (the Kenyan Certificate of Primary Education, KCPE). The national examinations are developed and administered by the Kenya National Examination Council. The majority of assessment focuses on the Kenya Certificate of Primary Education (KCPE) examination. Examinable subjects include English, Mathematics, Swahili, and Science. This examination occurs at the end of standard eight. Students must score a C- to pass the examination and most secondary schools accept students who have scored a C+ or higher

Ntugi Zone is located in Tharaka district in Kenya and it has been noted that schools have not performing well in national examinations. The poor performance of the Zone has been a concern to the researcher and hence need for the study.

### **Statement of the Problem**

Children who complete their education are more likely to lead productive lives, support their families, take good care of their community, and practice healthy behaviors than those with little or no education. However if they do not perform well in national examinations how will they achieve their academic aspirations. The study therefore seeks to investigate the perception of both pupils and teachers on academic performance and find solutions to the problems in the education system.

### **Purpose of the Study**

The study sets out clearly among other things to find out whether there are significant differences between pupils' home environment and poor academic performance; school environment and academic performance, learning material, teaching methods and poor academic performance.

### **Research Objectives**

1. To determine the perception of pupils on the academic performance of primary schools in Ntugi zone.
2. To determine the perception of teachers on the academic performance of pupils in primary schools in Ntugi zone.

### **Research Questions.**

1. What is the perception of pupils on the academic performance of primary schools in Ntugi zone.
2. What is the perception of teachers on the academic performance of pupils in primary schools in Ntugi zone.

### **Scope**

The study was carried out in Ntugi Zone, Tharaka district. Tharaka District is one of the districts of Kenya located in that country's Eastern Province. The

district has an area of 1570 km<sup>2</sup> and a population of 100,992 (1999 census), none of them classified as urban. It is characterized as a semi-arid area where subsistence crops are grown. In 1998, it was split from the Tharaka-Nithi District, itself formerly part of the larger Me District. The study investigated the poor academic performance in national examinations by pupils. It was carried out for a period of four months from July to December 2010.

### **Significance of the Study**

The findings and recommendations will be a major significance to the following:

The parents and guardians of pupils who perform poorly so that they can identify the causes and find solutions to it

The government through the ministry of education in order to investigate the reasons why pupils perform poorly in national examinations and devise means to solve it

The teachers will also realize the reasons for poor performance of pupils in national exams and also change the tactics of teaching by adopting more effective methods.

The study helped in providing up to date factual information for academicians, researchers and policy makers.

Assist other researchers for further research

### **Operational Definitions of Key Terms**

For the purpose of the study the following terms have been defined.

**Academic performance:** How children do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

**Poor performance:** when pupils perform below the wanted grade that is C-.

**Discipline:** training of the minds and characters to produce self control and obedience. It also includes how children behave at school or class and how they relate with others.

**Pupils:** This refers to the children or learners at the level of primary.

The primary section consists of standard one to standard eight. This means that pupils spend eight years in primary.

**Drug abuse:** the improper use of drugs or alcohol to the degree that the consequences are detrimental to the user in society.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter discusses the related literature to the study. It focuses on the perception of pupils on academic performance and teachers' perception on academic performance.

#### **Pupils' Perception on Academic Performance.**

Academic performance according to Sprinthall (1990), is a performance that is adjudged by the examinee and other significant as falling below or above the expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator.

Pupils' capability and notification to learn are determined by the quality of home and school environment and the students' health and nutrition status and the previous learning experiences, including the degree of parental stimulation. The principle source of children's capacity and motivation to learn is the family through domestic endowment and the direct provision of nutrients, health care and stimulus, (UNESCO 2004).

Wigfield and Guthrie (1997), on the other hand expresses parental contribution to the children's' academic performance. He puts emphasis on the attitudes and expectations of the parents, which in turn help the children to perform well. He said that parents attitude not only have influence on their children's performance but also influence the type of subjects they have to study in order to fulfill their expectations. This shows that the concept of academic performance is very relative and this depends on so many intervening variables.

Surely, home background affects pupils' academic performance as asserted above. However the researcher does not account for some students

from poor background that perform well and even better than students from good home background.

Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to household income than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom,(UNESCO 2004).

Poor children make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an affect on their exam results. Pupils from privileged backgrounds have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children, (Robert *et al*, 2002).

Sprinthall (1990), holds that success is learning a subject by the students relates closely to the learners social background. It goes on to say that "children of the white collar jobs and middle class parents have the greater chance of success than those of the blue collar jobs who have the least income". In line with the above view, Gay (1996), in his studies found out that students who exhibit a high level of motivation tend to come from higher socio-economic status families and they perform better". Stanley *et al*, (2000), held the same opinion.

Because of poverty children go to school hungry. Although reliable estimates on the number of children who come to school every day feeling hungry do not exist, short-term or temporary hunger is unquestionably a pervasive condition in developing countries. In the school setting temporary



hunger commonly occurs when children come to school without having eaten breakfast. The result of this short-term fasting in a child is more easily distracted by irrelevant stimuli, (Aggarwal 1994). Because hunger appears to cause inattentiveness, it is likely to influence school performance and learning.

### **Teachers Perception on Academic Performance.**

The means or a strategy employed by teachers in an attempt to impart knowledge to the learner is referred to as methodology. It involves the way teachers organize and use techniques of subject matter, teaching tools teaching materials to meet their objectives

Sometimes a teacher teaches and at the end of the lesson, evaluation is carried out and it is discovered that pupils are unable to carry the behavioral or instructional objectives. What the teacher need is to examine the teaching materials and teaching methods.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. According to Tamakloe *et al*, (1996), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. (Gay, L. R. 1996).

Providing textbooks to students who lack them seems to be an obvious way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending, (Glewwe *et al*, 2008). The results show that providing textbooks to rural schools in Kenya did not increase average

test scores, although it did increase the scores of students with high initial achievement. The latter finding suggests that the official textbooks are ill-suited for the typical student and may reflect more fundamental problems with centralized educational systems, heterogeneous student populations, and entrenched elite power.

According to UNESCO (2004), the books in Kenya are supplied once a year according to the enrollment figure given, which means anybody else who joins midway, will not get any. There is also undue delay in delivering the supplies to schools and pupils may go halfway the term without any writing materials. Textbooks issued are usually shared between two or three pupils hence they use them alternatively. This creates a problem if the book gets lost or the person with it decides to move to another school, as it is common. This would leave the other members without a textbook. The parents, even the able ones, do not buy any extra books for their children, as they believe everything should be provided for, (Etsey 2005).

Class sizes have also been perceived as a determinant of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes, (Kraft 1994). On effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention, (John *et al*, 1999).

Research shows that overcrowding causes a variety of problems and the findings indicate that pupils in overcrowded schools and classrooms do not score as high on achievement tests as pupils in non-overcrowded schools and

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classrooms. Agyemang (1993), reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.

Overcrowded schools and classes are noisier, and create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning, (Laviri, D.E. 1995).

School libraries are also a powerful force in schools. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance, (Lockheed *et al*, 1991).

A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching of his/her subject, (Myra Pollack Sadka and David Miller Sadka 2000). However, a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service ,(UNESCO, 2004).

According to Mussaazi (1985), effective supervision of instruction can improve the quality of teaching and learning in the classroom. Academic performance was better in private schools than public schools because of more effective supervision of work.

Another factor is motivation. A highly motivated teacher puts in the maximum effort in his or her job. Tamakloe *et al*. (1996), point out that several factors produce motivation and job satisfaction. Lack of motivation and professional commitment lead to poor class attendance and negative attitudes towards pupils which in turn affect the performance, (Lockheed *et al*, 1991).

In conclusion, a lot of literature has been written on perception of pupils and teachers on academic performance. However, the research intends to add more to increase awareness on performance.

## CHAPTER THREE

### METHODOLOGY

#### **Research Design**

The study applied descriptive survey to assess the poor academic performance in National Examinations by pupils in Ntugi Zone, Tharaka district. Both quantitative and qualitative research designs were used during the investigation. The importance of quantitative techniques was to generate numerical data, while qualitative techniques was used to obtain descriptive evidence to explain certain quantitative phenomenon.

#### **Research Population**

The population of the study included pupils and teachers in all the schools of Tharaka District.

#### ***Sample Size***

The study covered randomly selected 20 teachers and 50 pupils from 10 selected schools in Tharaka District.

#### ***Sampling Procedure***

Using purposive sampling technique, five schools in the area of the study were selected for the study because of time and financial constraints. The schools selected were representative of all the schools in the district. Using purposive sampling, 20 teachers out of 80 teachers in the zone and 50 primary pupils out of 200pupils between class five and eight were selected for the study.

#### **Research Instrument**

The research instruments used to obtain data during this study composed of:-

A questionnaire structured for school staff on the factors affecting the academic achievement was the main data collection instrument. The questionnaire had 3 sections viza: (A) personal information, (B)pupils

performance, [c] perception of teachers and pupils. The questionnaire will be a Likert Scale type with the following options (1-Strongly Disagree, 2-Disagree 3- Undecided, 4-Agree, 5- Strongly agree), for the respondents to insert in the box provided the most appropriate option that suit their opinion. Academic performance record was obtained from the Kenya National Examination Council.

Structured interviews were conducted with teachers Interviews were used because they provide additional information for triangulation purpose.

### ***Validity and Reliability of the Instrument***

Validity was ensured by checking the questionnaire according to the variables of study against the research questions. On the other hand reliability was achieved by using the following techniques:- Pre-testing of the Questionnaires: The researcher did this by going to the field and administering the questionnaires to 6 potential respondents who participated in the final study, this tested the content, language and response format of the questionnaire. Internal consistency coefficient of reliability ( Cronbach's alpha coefficient) of the test for each section of the question.

### **Data Gathering Procedures**

The researcher started with writing the proposal after the proposal is approved; He went on to pre-test the research instruments. The researcher presented an introductory letter from the University outlining the objectives of the study to the District Office for endorsement. The researcher proceeded to teachers with copies of the endorsed introductory letter seeking permission to carry out the research in the individual schools. After which the researcher went on to collect data using the instruments from the respondents by himself moving from one school to another. She did the data analysis when the work of collecting data was done. Finally the researcher submitted the report of the study findings to the school of post graduate studies for the fulfillment of the award of degree of masters of education, for examination.

### **Data Analysis**

Data from each questionnaire were categorized and edited for accuracy and completeness of information. This was done to ensure that all questions are answered. Multiple regression analysis was used to analyze the data collected from the respondents. Teachers' motivation, attitudes and learning resources were the predictors while academic performance was the dependent variable (criterion).

### **Ethical Considerations**

The researcher received an introductory letter from the Department of Post-Graduate Studies, Distance Learning Programme Kampala International University, stipulating the purpose of investigations. There was concern taken about the welfare of respondents including their mental, physical health and safety, avoiding embarrassments, guilt, discomfort and risks to them, in addition the names and any other personal identification of the respondents were kept confidential and made known to them in the beginning of the exercise.

### **Limitations of the Study**

There was lack of openness from among some teachers who were not willing to share openly since the researcher was part of the study during the time of data collection in form of impromptu interview.

There were scarce sources of information since some of the libraries were not closer to one another. However the researcher used the only available resource in the local libraries.

The methods used by the researcher to obtain information were not accurate enough to regard the findings true because only a few respondents were interviewed. This calls for further research.

The study was only limited to Ntugi Zone, so, the results obtained do not represent fully whole district.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables in form of frequency counts and percentages. The results are also presented in descriptive method. The results and discussions are centered on the set objectives of the study.

#### Profile of the respondents

**Table 1**  
**Profile of the Respondents**

<b>Respondents</b>	<b>Frequency (fo)</b>	<b>Percentage (%)</b>
<b>Sex</b>		
Male	40	57
Female	30	43
<b>Total</b>	<b>70</b>	<b>100</b>
<b>Academic level</b>		
standard five	12	24
standard six	12	24
standard seven	13	26
Standard eight.	13	26
<b>Total</b>	<b>50</b>	<b>100</b>

Eighty (80) questionnaires were distributed to the respondents and 70 were filled and returned this therefore represents 87.5 % of the total number of questionnaires that were distributed.



The study covered 70 randomly selected respondents of whom 40(57%) were male and 30(43%) were female.

Interviews were used to extract data from the teachers and 20 teachers were interviewed.

According to the teachers when pupils reach level four they sit for examination which focuses on national examination.

The respondents were from standard five and above which means that they have all sat for such examinations.

The respondents who sat for national examinations were asked how they performed and this was their response.

10% of the respondents said that their performance was excellent while 40% of the respondents said it was average and 20% said they performed poorly.

The respondents were asked how their school performs in examination and this was their response

**Table 2**  
**Performance of Pupils in National Exams**

School	Mean score out of 500	Rating
A	Below average	234.5
B	Below average	195.7
C	Below average	122.4

Key

Above average- 250 and above

Average- 250-349

Below average- below 250

## Pupils Perception on academic performance

**Table 3**  
**Pupils' Perception on Academic performance**

S/N	Variable	Agree	Disagree	Not sure	Total
1.	Big class size as an impact on performance	85%	10%	5%	100
2.	Textbooks have influenced on performance	94%	4%	2%	100%
3.	Presence of libraries improve their studies	80%	10%	10%	100%
4.	Conducive school environment improve performance	85%	5%	10%	100%
5.	Teachers methods of teaching contribute to performance	85%	5%	10%	100%
6.	Conducive home environment encourage them to study	92%	5%	3%	100%

The first research objective was to determine the perception of pupils on academic performance.

According to the findings, pupils perceive that class size have an impact on their performance. They feel that large class, lower their performance because some of them are never attended well by the teachers.

Due to large class size, text books are never enough although textbooks are supplied by the government. pupils perceive that textbooks assist them during revision and private studies.

It was found that some schools had no libraries. Pupils felt that lack of libraries affect their studies especially to boast their knowledge. The pupils noted that lack of library has contributed to their performance.

On the school environment, pupils perceived that conducive environment affect their performance especially clean environment and safe environment for leaning.

Pupils perceived that teacher’s methods of teaching and qualification contribute to their performance. This is because some of the untrained teachers are never understood fully by the pupils hence poor performance.

Another perception was on home environment. Pupils agreed that home environment affect performance. They perceived that parental encouragement help them to work hard and perform better through motivation and career guidance.

Pupils felt that conducive home environment encourages them to study and does not give them many chores to do especially girls.

### Teachers Perception on Academic Performance

**Table 4**  
**Teachers’ Perception on Academic Performance**

S/N	Variables	Agree	disagree	Not sure	Total
1.	Big class size affect performance	96%	4%	-	100%
2.	Presence of text books results to good performance	95%	4%	1%	100%
3.	Presence of libraries encourage pupils to study and improve performance	89%	2%	9%	100%
4.	Conducive environment influence performance	90%	6%	4%	100%
5.	Effective teaching methods improves academic performance	98%	-	2%	100%
6.	Pupils’ discipline has an impact on performance	85%	10%	5%	100%
7.	Parental characteristics influence pupils performance	78%	12%	10%	100%

The teachers perceived that a big size class has an effect on performance. This is because big class was difficult to handle because children would shout

and controlling them becomes impossible. Pupils therefore do not understand what they are taught which leads to poor performance in exams.

Etsey et al. (2005), reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.

According to the teachers text books were very important because they elaborate more on what they are being taught. Therefore when schools lack them the end result is poor performance. It was noted that English and Mathematics books were the least available in most of the schools.

In some schools visited it was noted that they did not have a library and this according to teachers is one of the reasons pupils performed poorly because they did not have a place to revise from. The teachers also revealed that the lack of library makes it difficult for schools to get enough books because they do not have a place to stock them. According to the teachers the reading culture of pupils in primary was low and therefore instilling the culture made difficult where a library lacks.

According to Glewwe *et al*, (2008), providing textbooks to students who lack them seems to be an obvious way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending.

The teachers perceived that performance is influenced by environment. According to them, a conducive environment includes clean environment, safe environment for the children especially girls. According to the teachers when teachers are qualified they teach well because they know what they are teaching.

Teachers perceived that unqualified teachers do not know what they are teaching. They do not use effective method so that children understand what they are being taught. The teachers perceived that effective teaching methods helps children understand what they are being taught and in turn this improves academic performance in examinations.

The teachers revealed that indiscipline children miss classes intentionally and therefore end up performing poorly in national examinations. In some schools it was revealed that pupils abuse drugs and therefore fail to concentrate in class which means they end up performing poorly.

According to Stanley (2000), discipline is the underlying factor in all school activities. They cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved. According to the teachers, parents who encourage their children in their studies lead to improvement in performance. Teachers perceived that when a child gets encouragement from the parents he/she takes is being helped to perform well in examinations especially national examinations.

According to the teachers some parents do not take their children education serious and therefore do not participate in school activities. Even those who are interested in their children's education do not have to help out their children or participate in school activities. This leads to poor performance because the children do whatever they want.

The teachers perceived that a conducive home environment is one which encourages children to study. They perceived that pupils who study in a good environment performs well in their examinations.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

This section summarizes the factors of that lead to performance of pupils in national examinations.

#### **Findings**

The findings revealed that children lack the basic needs like school facilities and hence perform poorly. According to Robert at el. (2002), poor children make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an affect on their exam results. Pupils from privileged backgrounds have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children.

It was revealed that a small class size contributed to children performing well in examinations. It was found that text books were essential for good performance.. According to Gay, L. R. (1996). The creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand

The study revealed that unqualified teachers do not teach well and this leads to poor performance in national examinations. According to Myra, P.S. and David M. S.(2000),a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

The study revealed that children who are indiscipline perform poorly in examinations. According to Robert (2002), discipline is the underlying factor in all

school activities; they cannot be pursued without it. In the absence of discipline, there is anarchy, a situation which makes it impossible for schools goals to be achieved.

The respondents agreed that parents who encourage their children contribute positively to children's performance. According to UNESCO (2004), pupils' capability and notification to learn are determined by the quality of home and school environment and the pupils' health and nutrition status and the previous learning experiences, including the degree of parental stimulation. The principle source of children's capacity and motivation to learn is the family through domestic endowment and the direct provision of nutrients health care and stimulus.

### **Conclusions**

Basing on the case study of Ntugi Zone it can be seen that school facilities are important for pupils to perform well in examinations.

The study revealed that unqualified teachers do not teach well and this leads to poor performance in national examinations.

The study revealed that children who are indiscipline perform poorly in national examinations.

Finally the study revealed that home environment has an impact on performance. This is where parents encourage their children, offer safety and exempt them from household chores.

### **Recommendations**

From the ongoing discussion, the following are the recommendations that were made to help pupils improve their academic performance in national examinations.

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School leaders should embrace on school based management and develop the knowledge base associated with efficiency and effectiveness in school management for the purposes of achieving the educational goals for the learners.

School facilities should be provided in schools so that children understand what they are taught.

More teachers should be trained to cater for the growing number of pupils due to free primary education

The school environment should be made conducive for the pupils for example a clean environment should be emphasized and security provided.

Parents should be sensitized on the importance of participating in their children's education and school activities.

More research should be done on perception of pupils and teachers on academic performance.



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# APPENDICES

## APPENDIX 1

### TRANSMITTAL LETTER



Ggaba Road - Kansanso  
P.O. Box 20000, Kampala  
Tel: +256- 41- 266813 / +256- 41- 2671  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR  
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . . . . .

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:


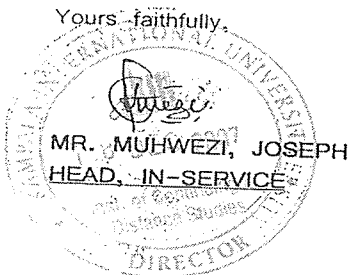
.....

Case Study: .....

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

  
MR. MUHWEZI, JOSEPH  
HEAD, IN-SERVICE  


### 3. INTERVIEW GUIDE FOR TEACHERS

#### PERFORMANCE

How does your school perform in national examinations

Excellent

Average

poorly

#### Teachers perception academic performance

1. Does class size contribute to pupil's performance?
2. Does the school have enough text books?
3. Do you have a school library?
4. Is the School environment is conducive?
5. Are the teachers qualified?
6. Do teachers use effective teaching methods?
7. Do you have indiscipline pupils in school?
8. How do indiscipline pupils perform poorly in national exams?
  
9. Do parents encourage their children to study?
10. Do parents participate in their children's school activities?
11. Is home environment conducive for learning?

## **APPENDIX III**

### **RESEARCHER'S CURRICULUM VITAE**

NAME: NAHSHON.K.RIGIJIA MAJIRA  
Address: BOX, 1410  
MERU-KENYA  
NATIONALITY: KENYAN  
STATUS: MARRIED  
SEX: MALE

#### **EDUCATIONAL BACKGROUND**

2008-2010 Masters in Educational Management and Administration  
Kampala International University

2006-2008 BED SNE (ARTS)  
Kampala International University

2002-2005 DIPLOMA SNE  
Kenya Institute of special Education

1994-1996 primary Teacher Education  
St.marks Teachers Training College Kigari

1987-1990 Kenya Certificate of secondary Education  
Gikumene Secondary school

1977-1986 Kenya Certificate of primary Education  
Kamariru primary school

#### **WORK EXPERIENCE**

2008-2010 Head teacher  
Kaanyaga primary school

2004-2008 Deputy Head teacher  
Kaguma primary school

200-2004 Senior Teacher  
Kaanyaga primary school

1996-2000 Assistant Teacher  
Kaanyaga primary school

**OTHER RELEVANT DATA**

2008-2010 Chairman  
Zonal Evaluation Committee  
Ntugi Zone

