

**CAUSES OF POOR ACADEMIC PERFORMANCE AMONG PUPILS WITHIN
SELECTED PRIMARY SCHOOLS IN MASINGA DIVISION,
YATTA DISTRICT, KENYA**

**BY
MULILYA MUTYEIA
BED/15024/62/DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF
BACHELOR OF EDUCATION PRIMARY (OPTION)
OF KAMPALA
INTERNATIONAL UNIVERSITY**

JANUARY 2010

DECLARATION

I Mulilya Mutyeia , declare that this project is my original work and has never been presented to any other university for any academic award.

Signature..... *Mulilya M.*

Mulilya Mutyeia

Date *15/04/00*

APPROVAL

This report has been under my supervision as a university supervisor and it is now ready for submission.

Signature 

Ssekajugo Derrick

Date 15/24/2022

DEDICATION

This work is affectionately dedicated to my family members for all the support accorded to me in the course of my studies while in Uganda.

AKNOWLEDGEMENT

I owe a lot of appreciation to all those who assisted me in carrying out this research. To begin with, I am grateful to my supervisor Mr. Ssekajugo Derrick who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a lot. On the same note, I would like to thank my family members for all the support and courage given while I was pursuing my studies in Uganda.

Finally, I would like to thank all my respondents and those within a short notice without whom, this work would not have been possible.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

A number of studies have been carried out by specific researchers to identify the causes of poor academic performance of learners in National examinations.

Like other public examinations, K.C.P.E. is a form of summative evaluation which measures the outcome of the learning process rather than the process itself. What is deemed a fail falling below a set standard is a reflection of a disadvantaged education process Indongole (1987). Learning environments differ widely and depending on their quality, impact positively or negatively on the final examination performance. Indongole further observes that factors that affect candidates' performance in an examination can be cognitive, socio-psychological or environmental in origin, while Carron (1996) argue that it is difficult to generalize the factors and there is certainly not a single factor or few factors in isolation which explain the differences in performance between one learner and another.

Studies conducted to establish the factors that influence candidates' performance in examinations have revealed many factors with which a learner interacts over the period he/she is undertaking a course in preparation for the examination. While some factors exert their influence during the process of teaching/learning, others emanate from the home environment while others do arise as the candidate is taking the examination.

1.2 Statement of the problem

For a number of years, primary Schools in Yatta district have been performing poorly in the Kenya Certificate of Primary Education examinations despite the introduction of Free Primary Education. Both the schools and individual pupils have not yet accrued to the full benefits of FPE. Social economic factors have been cited mostly as the main contributor and factors leading to under performance, now that the constraint is overcome, it becomes vital to try and establish other factors contributing to under performance.

1.3 Scope of the study

The study was conducted from November 2009 to Jan 2010. This was carried out in Masinga division, Yatta district which is located in the rift valley province in Kenya. Five schools were included in the targeted sample. The schools are located in Yatta district.

1.4 General objective

The general objective of the study was to establish the causes of poor academic performance among pupils in selected primary schools in Masinga division, Yatta district within the rift valley province of Kenya. .

1.4.1 Specific objectives

This study sought to:

1. Determine the profile of the teachers' and pupils (respondents')
 - Socio-demographic data
 - Age
 - Gender
 - Level of qualifications
2. Determine the impact of availability of teaching/learning resources and how they influence academic performance.
3. Determine the effects of teacher's pupil ratio on academic performance.
4. Determine the relationship between the type of school attended and pupils' performance.

1.4.2 Research questions

1. Do teaching/learning resources affect academic performance?
2. What is the relationship between the number of teachers available in schools and academic performance?
3. Does the choice of schools attended influence academic performance?

1.5 Significance of the study

The findings of this study may be significant in a number of ways.

1. First, it may provoke the need to carry out similar research in other areas of the country.
2. The findings may provide a springboard for further research into the area of examination performance in primary schools
3. Further still, the findings may provide leads to facilitate interventions towards improving performance in examinations.
4. It would also contribute to the existing knowledge on the causes of poor performance in examination.
5. It would also give the researcher an opportunity to have a better understanding of the causes that influence performance in KCPE examinations.
6. Finally the findings may provide a useful feedback to the educational policy matters; curriculum developers and implementers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviewed relevant literature on causes of poor performance in selected primary schools. These are factors that are related to the home background and environment. The factors that are related to a pupil's home background include provision of food and participation of parent/guardian in the affairs related to the pupils' education. The school-based factors include the type of the school, availability of teaching/learning resources.

2.1 Teaching / Learning resources

According to UNESCO (2000) there is sufficient evidence from both developed and developing countries that quality of education requires strong support from the home of the learner. The home background characteristics and conditions, to a large extent determine the learner's performance. The capacity of the learner to concentrate and obtain maximum value from the school experience is severely reduced if the learner does not receive adequate food intake UNESCO (2000).

Carron and Chan (1991) carried out similar studies in China, Mexico and Guinea and their finding, concurred with those of MLA in that children from poor rural zones were found to be unable to take full advantage of the education offered to them. Amount other problems they had little or no food most of the time. Lockheed and Verspoor(1991) reporting on similar finding of a survey carried out by World Bank in

India state that students who were well nourished got scores in tests that the undernourished. This implies that the quality of diet and how regularly or irregularly a student feeds has effect on the mental development and ability of a student. This translates to poor or good performance in tests.

The home environment should be secure and supportive for learner's school work. It should provide essential furniture, study room services like water and lighting, an atmosphere of encouragement and guidance. Parents' involvement in the school affairs of their children is a major factor influencing learners' performance in examinations. Parents should not only provide study facilities but also ensure that children are disciplined and their performance in tests, assignments and homework is followed up, UNESCO(2000). Katherine Namadu for UNESCO (1991) cites the overall illiteracy of the Sub-Saharan population as major hindrance to quality education for many children. She cites examples from Mozambique where peasants were not only unable to provide material resources for study at home but also did not intervene even when their children were mistreated in schools because they did not feel competent enough to take action. UNESCO (2000) supports the view that education level of the parents has great influences in the education of their children.

UNESCO observes that parents with higher levels of education are predisposed to support the learning development of their children and have greater confidence in their capacity to support their children at psychological level. In most cases their children in household chores and working in the fields to supplement the family income such children were disadvantaged and achieved low in school. The same case applies in many primary schools within Yatta West district whereby, the schools are situated in a low income area, parents involve their children in working in coffee estates during the

coffee-picking season to supplement the family income. Children also lack parental encouragement to go to school. Lockheed and Verspoor (1991), state that parental encouragement is one of the main factors that account for improvement of children's test scores.

2.2 Teaching relationships and academic performance

Indongole(1987), showed that there was a weak relationship between socio-economic background and achievement in 67 schools with a total of 23,624 candidates. He gathered information on education level of parents' occupation and number of household possessions, and developed a socio-economic scale which correlated with examining board. The results showed a weak relationship between socio economic background and academic achievement. He concluded that performance by students in public examination was influenced by the type of schools they attended rather than the socio class of the parents. Other factors noted were absenteeism due to lack of school fees and parents' non-involvement in school affairs. Also noted was laziness on the part of learners, poor mastery of English language and poor teacher-student relationship. Some of the factors that influence a student within the school environment are the type of school attended, availability and quality of teachers and availability of teaching/learning resources.

Different schools have their unique characteristics that exert positive or negative influence on the academic achievement of the learners. Some schools are high cost as opposed to low cost ones, a factor which determines the type of facilities they have. Others are mixed while some are single sex schools. Some schools are day while others have boarding facilities Somerst(1971) carried out a study based on Uganda elementary

schools and observed that variations in performance among schools are due to differences in quality of the school. Despite the articulated education objectives and set curriculum he noted that the school attended could affect performance in examination.

In Kenya, examination results of many high cost and well-established schools are always better than those of low cost schools. Most low cost schools are poorly equipped with learning resources and facilities and in most cases they do not attract the best teachers. Studies conducted by the Wamahu (1992) quoted in Ayoo(2002) support this view in that their findings established that poor learning environments in the former harambee schools in which the curriculum was restricted, laboratories hardly existed and most members of the teaching staff were unqualified, had markedly poor examination results.

2.3 Teacher-Pupil ratio

The quality of the learning environment at school depends to a large extent on the quality of the human resource capacity available. Teachers are the most important human resource and remain the backbone of any educational system UNESCO (2000). One of the key factors in determining examination results is the availability and quality of teachers. Trained teachers represent a significant social investment and their levels of motivation and career commitment is of concern to policy makers UNESCO(2000). Teacher quality depends on their qualification, experience and level of discipline which in turn determines the level of commitment.

The head teacher is the most important teacher in the school. The quality of the head teacher is very crucial in determining examination outcomes in the school. A good quality head teacher would be qualified and experienced in management and

Ndiritu (1999) has a similar view that it is important to train teachers either through the formal training or through in-service training and their desire to stay in the same work station influences performance in examinations. Lockheed and Verspoor(1991), observe that the status of teachers in developing countries is low and continues to decline. This is manifested in low salary, poor working conditions and uncertain career path. They continue to note that the profession is unattractive and many practicing teachers after leave the job, causing teacher shortages.

Abagi and Odipo(1997) noted the same and in their report on findings of their survey carried out to establish the efficiency of primary education in Kenya. They state that stipulated teaching/learning time in schools is not utilized efficiently, leading to need for extra tuition in order to pupils to attain better examination results. They cite various non-teaching activities that pupils are engaged in including long morning assemblies, daily cleaning which take up some of the teaching time, over and above the loss of time during the first week of the term, at the beginning of every lesson in the morning, after break and after lunch. All these are a reflection of the quality and level of commitment of the teachers in a particular school.

In recent years, the impact of HIV/AIDS has negatively affected the education system particularly as it leads to chronic teacher absenteeism. According to UNESCO(2003) between twenty and thirty teachers die each month in Nyanza Province. This is not a unique phenomenon in that province. UNESCO reports that for every ten deaths in hospitals in the country two are teachers. The daily nation of 10th December 2001:7 reported that up to eighteen teachers were dying every month from AIDS-related complications.

facilities such as proper staffroom chairs and tables for teachers to use as they prepare for lessons. He noted that pupils did not enjoy learning due to lack of comfort, and teachers were not able to give attention to individual pupils.

This study is based on the classical liberal theory of Equal opportunity and Social Darwinism which asserts that each person is born with a given amount of capacity, which, to a large extent, is inherited and cannot be substantially changed. Thus, educational systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from taking advantages of in born talents which accelerate them to social promotion.

The theorist termed education as “the great Equalizer” which would enhance life chances of those born into humble circumstances. The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual merit and not on social backgrounds.

The researcher having been involved in the teaching process for a number of years concurs with this theory. By making the Primary Education free (by the NARC Government), Kenyan children who would have otherwise never seen the door of a classroom have managed to access school and quite a number have proceeded to secondary level of education and some even further.

Social Darwinism emphasizes that every citizen should be given, through education, the social status to which he/she entitles to aptitude Organization for Economic Co-operation and Development(1975). This theory observes that the provision of formal

equity of access to education, by putting everybody on the “scratch” guarantees that the ensuring run is just one.

According to this theory there is a belief that social institutions such as education should in some sense attempt to treat people equally. American education Horace Mann(1996-1989) could call education the great equalizer due to case studies carried out. There are innumerable examples of people from poor families who have take advantage of education opportunities and proceeded to obtain better jobs and higher incomes than would have take advantage of education opportunities and proceeded to obtain better jobs and higher incomes than would have otherwise done.

There is a widespread belief that by removing economic barriers and making more places available in primary and secondary education, ideal conditions could be created to implement the vision of the kind and amount of education that suits one’s inherited capacity. Increased dropouts, absenteeism and repetition occasioned by the financial inability of poor families to sustain their children in public schools has ceased in Kenya since the introduction of Universal Free Education Programme in public primary schools in January 2003 by the NARC Government. This gesture has raised the total primary school enrolment from 5.8 million children of school-going age out of primary school.

This theory was found relevant by the researcher for this study because cost-sharing discriminates poor families who cannot afford to keep their children in school hence withdrawing them prematurely especially in primary.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methods the researcher used in carrying out the research. The researcher collected data using a descriptive research design.

3.2 Research Design

The study adopted a descriptive research design. This enhanced the researcher to obtain a better understanding of the causes of poor academic performance of pupils. The method chosen allowed a collection of comprehensive, intensive data and provided an in-depth study on why past initiatives have not produced the desired results

3.3 The environment

The study was conducted in Masinga division, Yatta district, whereby five schools were targeted and chosen..

3.4 The subjects

The subjects of the study were teachers and pupils within the schools targeted. The respondents were drawn from the pupils from standard six (p6) up to standard eight (p8) and their respective teachers.

The classroom teachers involved were suitable because they are constantly in touch with the learners in their class. They are therefore the best placed to give reliable information about the causes of poor performance in KCPE examinations.

3.5 The research instruments

The study was conducted using questionnaires that contained questions about the profile of the respondent as to age, gender and level of qualifications. It concentrated on three

major areas namely availability of teaching-learning materials, the relationship between teacher pupil ratio and academic performance and the choice of schools attended in relation to academic performance.

3.6 Data collection procedures

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

3.7 Statistical treatment of data

The frequencies and percentages were used to describe the profile of pupils as to age, gender and qualifications.

Formula $f/n * 100$

Where f=frequency

n=total number

100=constant

The weighted mean was used to determine the level of teaching and their effects on performance of KCPE in terms of availability of teaching/learning materials, the relationship between the availability of teachers and pupil's performance and also the type of school attended

Formula: $x = \sum x/n$ where

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRATATION

4.1 Introduction

This chapter is a presentation, discussion of the findings. The results are presented inform of tables, frequency counts and percentages. This chapter focuses on Bio-data of the respondents and the causes of poor performance in primary schools within Masinga division, Yatta district.

The following is the response rate in percentage of the sample planned and the actual responses.

Table 1: 4.1.1 Response rate

Respondents	Sample planned	Actual response	Response rate
Teachers	60	56	93%
pupils	250	200	80%
Total	310	256	82%

Source: Primary data (2010)

After compiling the interview data and the questionnaire the interpretations of the implications were analyzed in tables and graphs, most of questionnaires and quantitative analysis were based on the questionnaire answers.

4.2. Teachers bio-data

Table 2: 4.2.1 Age of the respondents

Age bracket	Frequency	% Age	Cumulative % age
23-30	16	29	29
31-38	28	50	50
39-above	12	21	21
Total	56	100	100

Source: Primary data (2010)

4.2.1 Age of Respondents

The results of the field study on age respondent from the selected school where 56 teachers responded revealed that 79% of the respondents were below 39 years, while 21% of respondents were above 39 years. This is an indication that the sample comprised young professionals who are spearheading education growth in Yatta district as shown above.

4.2.2 Respondents' work experience

Table 3: 4.2.2.2.1 On respondents work experience

Years	No. of respondents	Frequency (%)
1-5	8	14%
5-10	24	43%
10-above	24	43%
Total	56	100%
Total	56	100%

Source: Primary data (2010)

The results of the field study on years of work-experience showed that 14% of the respondents ranged between 1-5 years and 43% of the respondents having 5-10 while 43% had 10 and above years of work experience. This signifies that information was

4.4 Teachers analysis

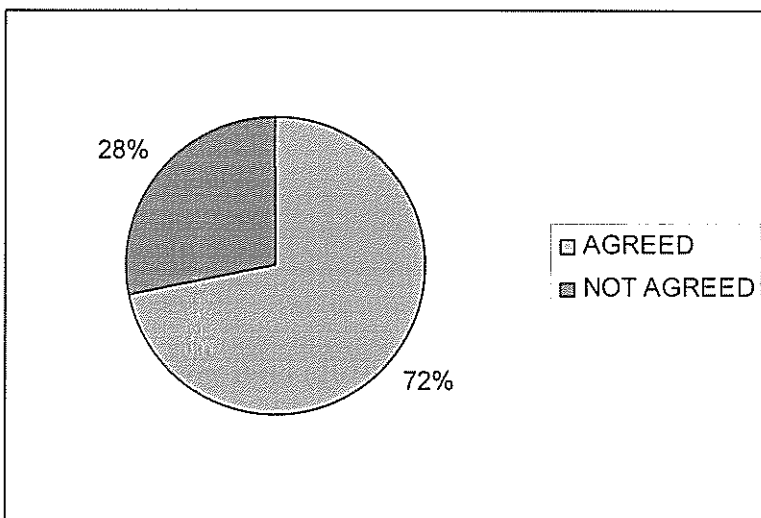
4.4.1 Summary of response on whether there exists a relationship between school attended and pupils performance

Table 6: 4.4.1 On relationship between school attended and pupil's performance

Respondent	Frequency	Percentage %
Agreed	40	71
Not agreed	26	28
Total	56	100

Source: Primary data (2010)

Figure 1: 4.4.1 On summary of response on whether there exist a relationship between school attended and pupils performance



Source: Primary data (2010)

Most of the respondents who responded said that there was a strong relationship between the schools attended and academic performance, and these were the majority represented by 71% of the respondents. While 28% of the respondents were of view that there did not exist any relationship between school attended and academic performance. They argued that no matter the school attended the brighter of the pupils will always excel while the poor one will fail.

4.4.2 Summary of response on the factors that influence academic performance

Table 7: 4.4.2.1 Summary of response on the factors that influence academic performance

Respondents	Frequency	Percentage %
Personal efforts	20	7
Available learning resources	25	44
Teachers experience	7	13
Teachers/learners motivation	4	35
TOTAL	56	100

Source: primary data (2009)

According to table 7 it clearly shows that the available learning resources are the major contributing factor that influence academic performance as it represents 44% of the respondents, 35% were of the view that teachers-learner motivation was also another major factor influencing academic performance. 13% represent respondents who are of the view that teachers experience was also a factor that influence academic performance. 7% of the respondents were of view that personal effort was also a factor contributing to academic performance.

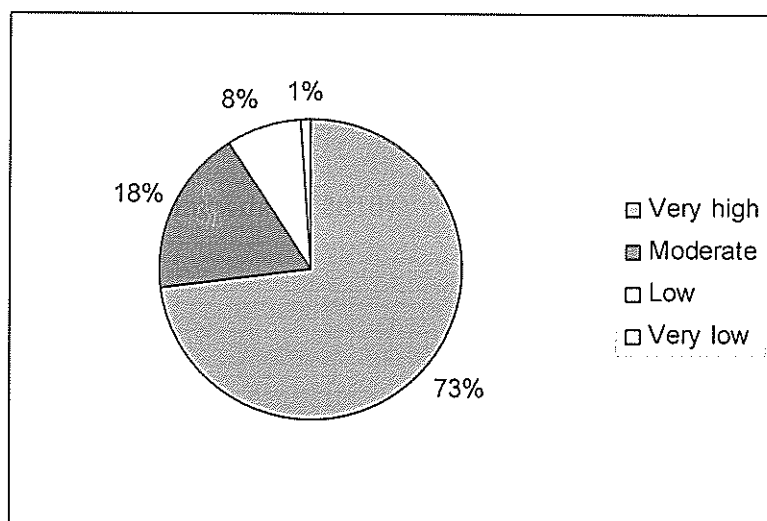
4.4.3 Summary measuring the effects of teacher- pupil ratio on academic performance

Table 8: 4.4.3.1 Summary measuring the effects of teacher-pupil ratio on academic performance

Response	Frequency	Percentage %
Very high	40	72
Moderate	10	18
Low	5	8
Very low	1	1
<i>TOTAL</i>	<i>56</i>	<i>100</i>

Source: Primary data (2010)

Figure 2: 4.4.3.1 Summary measuring the effects of teacher-pupil ratio on academic performance



Source: Primary data (2010)

According to pie- chart 2 the majority of respondents (72%) who responded observed that there exists a very strong relationship between teacher-pupil ratio and academic performance. (18%) said the effect of teacher-pupil ratio on academic performance were moderate while (8%) and (1%) responded that the effect was low and very low consecutively.

Majority of the respondents were of the view that the schools should maintain the right and adequate number of teachers who in turn serve the students effectively hence recording improved performance.

4.4.4 Factors influencing performance

Table 9: 4.4.4.1 Summary on factors influencing performance

Category	Mean	Interpretation	Bank
Teaching/learning resources	1.5	Fair	2
Teachers' availability	2.0	Fair	1
School attended	1.0	Poor	3
Total	1.5	Fair	0

Source: Primary data (2010)

Table 9 shows that teaching/learning resources were rated fair. Since the introduction of Free Primary Education, the government has tried a lot to provide schools with books for pupils and also for references

Teachers' availability was rated fair and the school attended was rated poor. The tabulated results showed that the availability of teachers was rated fair followed by the teaching/learning resources and lastly the school.

We could assume that the school attended is poor may be because of its location. The parents are not well-off economically and academically to be able to support their children as required by supplementing what is lacking. The teachers are qualified and avail themselves to help the pupils perform although not a hundred percent. Their availability was rated fair. This implies that there are scanty cases of absenteeism and failure to recover time lost.

CHAPTER FIVE

PRESENTATION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 Summary

One of the main outcomes of the study is the confirmation it has provided that there are challenges in the educational sector. Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life. World Bank, (2000).

One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country pupils who finish primary school often perform poorly on academic tests and the value of a “low quality” education may be low. This raises the question: What can developing countries do to promote learning in their schools?

Another finding of this study is that free primary education was impacting on the quality of education. This finding is contrary to what Mingat, A., Jee-Peng T. and Ramahatra R. (2002) found out in Mali that in the study three quarters of the pupils said the FPE strategy had been successful and that they had achieved an improvement in their work. Staff confirmed that they had seen improvement in 62% of the pupils.

In our findings 62% of the pupil sample attributed the causes of failure to attend school to matters outside their control; that is they blamed the government policies and other socio-economic factors.

Further 75% of the pupil sample estimated their academic potential as being much greater than their exam results or the teachers' assessments would suggest to themselves, e.g. "because you can help yourself", whereas the less able boys tended to blame external factors, over which they had no control, for example, "the paper was more difficult than usual". The degree to which pupils felt external factors were important obviously influenced the extent to which they felt they had control over their own academic performance. This was particularly significant in the context of two other factors which is consistent with results.

The pupils in this research all had a positive approach to school attendance, in terms of gender stereotypes. All the pupils stated that it was ok to attend school, not necessarily because one had no hindrances, but was ok. However, this referred mostly to a strongly held view that it was important to perform well in school even when attendance was hindered.

Once a pupil had an understanding of the factors to which he attributed success and failure it was possible to help him change to more positive ways of thinking. 62% of the pupil sample attributed lack of success to external socio-economic factors. This suggested that the pupils in this sample felt they lacked control over their own learning process and reflected the complex unit of issues that impact on teaching and learning. The mentoring process was used to encourage the boys to take responsibility for their own contribution to their learning and in so doing improve their academic performance

5.2 Conclusions

Despite the performance constraint described above, primary education is experiencing a number of challenges such as overstretched facilities, overcrowding in schools - especially those in urban slums, high pupil-teacher ratios (PTRs) in densely populated areas, and high pupil to textbook ratios.

Others challenges include high cost of special equipment for children with special needs, diminished support by communities following the misconstrued understanding of their role vis-à-vis that of the government under FPE initiative, gender and regional

disparities, increased number of orphans in and out of school as a result of HIV/AIDS, and poor management and internal inefficiency that negatively impacts on access, equity and quality.

The introduction of FPE has put pressure on teachers as some class sizes have increased to over 100 pupils and sometimes 120 in schools in urban slums. The national PTR is 43:1, indicating that there are also some very small class sizes.

Teachers need to be properly deployed to redress the imbalances because large class size and lack of space and teaching facilities impact negatively on quality of education. Teachers are key to improving learning in schools and, therefore, it is important to implement a more rigorous system of pre- and in-service teacher development in order to strengthen teacher quality.

The role of parents and communities in primary education is central and needs to be clarified. Prior to the introduction of FPE, it was the responsibility of parents to contribute to school building and maintenance, but most parents are currently under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector.

Almost all existing studies are "retrospective," that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables.

One of the eight Millennium Development Goals is that all children in developing countries should complete primary education. Much progress has been made toward this goal, but completing primary school does not ensure that students have attained basic literacy and numeracy skills. Indeed, there is ample evidence that many children in developing countries are not learning these skills despite years of school attendance. This raises the question: What can schools and communities do to increase the learning

that takes place in schools? Kenya exemplifies these issues. It has achieved universal primary completion, but many Kenyan primary school students perform poorly on academic tests.

5.3 Recommendations

The researcher would like to make the following recommendations as per objective of the study. To solve the problem of lack of enough teaching learning resources, the home environment should be secure and supportive for the learner's school work. Parents need to be more involved in the school affairs of their children in order to improve the learner's performance in examinations. This is to say that parents should supplement what the government is doing as far as teaching/learning resources are concerned.

These stakeholders should deliberately solicit for funds through the Ministry of Education Science and Technology to purchase textbooks, teaching learning aids which are relevant and geared to better performance. The ministry should also ensure that Funds channeled for teaching/learning resources are well-utilized.

The Teachers' Service Commission should think of better terms of remunerating the teachers. This would be able to cater for their needs in a bid to curb absenteeism among teachers and also to motivate them to help the learners more.

For social- economic background which influences the school, parents need to be encouraged to let their children remain in school at all times and not to involve them in child-labour.

For better performance in KCPE the learners should be encouraged to work hard and strive to excel in learning, attending lessons regularly do all class activities and assignments, display good behaviour and be focused in academic achievement.

5.4 Areas of further research

Further research can be conducted to investigate the impact of Free Primary Education on pupil's enrollment in primary schools in Kenya.

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APPENDICES

APPENDIX 1:

QUESTIONNAIRE FOR THE RESPONDENTS

Dear Respondent,

I am a student from Kampala international University under the Institute of Open and Distance Learning collecting data on the causes of poor academic performance of pupils in selected primary schools within your region, I request for your cooperation and I promise not to take much of your time. Please note that we do not mention people's names to ensure privacy and confidentiality.

TICK WHERE APPROPRIATE

PART ONE; BIO-DATA FOR RESPONDENTS

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
12-16 years	
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

SECTION A

1. Indicate the subjects you are trained to teach

2. For how long have you been a teacher?

Over twenty years

16-20 years

11-15 years

6-10 years

1-5 years

SECTION B

For each of the questions in this section read the resources carefully and put a tick [] against the appropriate response

3.

a) Please indicate whether you prepare the following documents by ticking as many as appropriate.

Schemes of work

Lesson plans

Records of week

Pupils' progress records

b) How often does the head teacher make a follow up to ensure that these documents are prepared as required?

Once a month

Once a term

Twice a term

Any other (specify)

4

a) What is your current work load per week more than 30 lessons

25-30 lessons

20-24 lessons

b) How do you rate this load?

Heavy

Moderate

Light

5 .

a) Are ever assigned to teach subjects that you were not trained for?

Yes

No

b) If your answer in (a) above is Yes, give reasons

6. How would you rate the parents/guardian participation in their children's academic work?

Good

Satisfactory

Poor

7 .

a) How often do you give students assignment/homework?

Daily

Once a week

Once a fortnight

Others specify.....

b) Do pupils complete assignments/homework as required

Yes

No

c) If your answer in (b) is No put a tick against the reasons that pupils give for not completing the work?

Lack of adequate

Too much homework/assignment

Lack of textbooks

Work is too difficult

Any other (specify)

8 .

a) Do parents in your school participate in the following activities? Tick as many as appropriate

Discussing pupils academic performance

Contributing towards school development funds

Attending guidance & counseling forums

b) In your opinion does the participation of the parents in the activities in (a) above influence pupil's performance

Yes

No

c) Give reasons for your answer in (b) above.....

9. Please indicate with a tick your opinion on the following factors that may influence students' performance in examinations.

The alternative choices are as follows;

Strongly agree SA

Agree A

Undecided U

Disagree D

Strongly disagree SD

a) Teacher training positively influences pupils performance in examinations

b) In –servicing teachers boost pupils' performance

Yes

No

c) Motivating teachers boosts teachers' performance in exams

d) The school type boosts pupils' performance.

10. Please indicate with a tick the adequacy of the following facilities and resources in your school in the tables provided below

The alternative choices are as follows

Adequate = A

Satisfactory =S

Inadequate =I

A

School facilities	A	S	I
Staffroom			
Classroom			
Library			
Playing fields			

B

Teaching/learning resources	A	S	I
Teachers' reference & guides			
Pupil' textbooks			
Chalkboard & chalk			
Library books			
Time allocated for syllabus coverage			

11.a) How do you rate the school's academic performance

Above average []

Average []

Below average []

b) What in your opinion can be done to maintain or improve this performance?

12.In your opinion what are the factors that influence performance in KCPE in your school?.....

.....

.....

APPENDIX 2

PLAN FOR DATA PRESENTATION

Table 1: Profile of Respondents

Category	Frequency	Percentage
Age		
45-above		
35-44		
25-34		
25-below		
Total		
Gender		
Male		
Female		
Total		
Qualifications		
Degree		
Diploma		
Approved Teacher		
Status		
Total		

Table 2: Factors influencing performance

Category	Mean	Interpretation	Rank
Teaching/learning resources			
Teachers' availability			
School attended			
Total			