

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF A.K MAGUGU
PRIMARY SCHOOL PUPILS IN KENYA CERTIFICATE OF PRIMARY
EDUCATION OF KIAMBU
DISTRICT, KENYA**



BY

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DECLARATION

I, NJIRIGA TERESIA WAMBUI declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature



NJIRIGA TERESIA WAMBUI

DATE:

28/8/08

APPROVAL

This is to acknowledge that this Report has been under my supervision as a university supervisor and is now ready for submission.

Signatures

Date


.....

25-08-08
.....

MR. LAAKI SAMSON

DEDICATION

This work is affectionately dedicated to my Dear Parents Mr. and Mrs. Njiriga for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

AKNOWLEDGEMENT

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mr. Laaki Samson who tirelessly went through my work and inspired me to dig deeper into the core of the matter. Her kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my brothers Kim, Man Gisho Nduni, my sister Shiru, My Niece Nelly, Kapoo, Bridget, Man U, Alice, Virgie and Junior. Am also indebted to My Head Teacher Mrs. Waiguru and all my friends especially Nancy who gave me encouragement in time of difficulties. Thanks also go to all those lecturers who impacted professionalism into my work.

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ABSTRACT

The purpose of this study was to investigate the factors affecting the academic performance of learners of A.K Magugu primary school in Kiambu District.

The specific objectives of the study were to determine if discipline affects the pupils' academic performance; to determine if teacher qualities affect the pupils' academic performance; and to determine if school facilities affect the pupils' academic performance. The methods used for data collection was questionnaires and interview guides to pupils, teachers and head teacher of the school involved in the study.

In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that teacher qualities, discipline of pupils; and school facilities have a direct impact on the pupils' academic performance. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted.

The findings suggested recommendations that the Government should provide more teaching learning facilities in schools to make the learning environment more attractive to pupils and teachers among other recommendations

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

History in many developing countries (including Kenya) shows that in the long term, education policies do have very far-reaching consequences. Not only do they make a difference, but this difference lasts a long time. There is a great deal of evidence showing that (1) countries that expanded their education systems, subsequently experienced rapid economic growth; and (2) countries that had exceptional economic growth already had exceptionally well-educated populations (UNESCO, 1989). In a changing world in which knowledge and ideas are capital, adaptability is essential and the response to time and environment is a challenge to developing nations. As education became a resource that is more vital to a nation, the nation's progress became more dependent on its provision of education to all citizens (World Bank, 1993).

The government of Kenya attaches great importance to the development of education sector, 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.

The government notes with concern the problems it faces in its effort to cause rapid development of education. The quality of education has been seriously eroded at all levels due to civil strife and economic decline.

Schools are ill-equipped, instructional materials are in short supply, teachers are poorly remunerated and many of them are unqualified or incompetent.

Although the government has undisputed need for bringing about the desired changes and improvement in the system of education, it is at this stage having severe resource constraints. It's therefore, quite a challenging task to cater for the development needs of education.

1.2 Statement of the problem

According to the Ministry of Education, science and Technology (MOEST) report of the third Teacher Education Conference in Njoro (1995) the learner's performance heavily depends on a number of factors. According to data obtained from Kiambu District Education Office (District Education Office, 2008) teaching is likely to be wanting as reflected in the poor performance of pupils in KCPE results of all the previous years. This therefore necessitates the need to carry out the study into the factors affecting the academic performance of learners in Kiambu District.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the factors affecting the academic performance of learners of A.K Magugu primary school in Kiambu District.

1.3.2 Specific objectives will be to;

1. To determine if school facilities affect the academic performance of learners in Class eight of A.K Magugu primary school.
2. To determine if Teacher Availability and Qualification affect the

academic performance of learners of A.K Magugu primary school

3. To determine if Discipline affects the affect the academic performance of learners of A.K Magugu primary school

1.4 Purpose of the study

The purpose of this study was to find out the factors affecting the academic performance of learners.

1.5 Scope of the study

The focus of this study will be limited to investigating the factors affecting the academic performance of learners of A.K Magugu primary school. A.K Magugu primary school is located in Kiairia sub-location, Githunguri location, Githunguri Division Kiambu District Kenya. The investigation will be based on the specific objectives as derived from the general objectives. Any other aspect of factors affecting the academic performance other than the ones mentioned in the objectives will not be investigated.

1.6 Significance of the study

This research will be useful in the following ways:

It will provide information to policy makers in the education ministry, administration of schools; teachers, parents and other stakeholders who will enable them make improvements in education service delivery.

It will help pupils together with their parents to identify means of improving upon academic performance of learners.

It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study and presented in sub themes.

2.1 School Facilities

According to the literature, physical facilities have impact on pupils achievement and behavior (Asagwara, 1997; Earthman, 1998; Heyneman and Loxley, 1983; & Jamison et al.1981). Jamison et al. (1981) found that differences in physical facilities, the availability of writing materials, and the level of teacher education serve as useful predictors of pupils learning outcomes.

Heyneman and Loxley (1983) found that the presence or absence of classroom equipment and learning supplies accurately predicted academic performance.

More recently, Earthman's (1998) review of several studies of American schools demonstrated that, after controlling for educational program and teacher competency, a significant relationship existed between building age and pupils achievement, health, attendance, and pupils behavior—incidents of discipline problems (Bowers and Burkett, 1988; & Phillips, 1997). Likewise, ratings of building conditions (e.g., poor, fair, and excellent) showed a significant relationship between building conditions and pupils hievement (Edwards, 1992; Cash, 1993; Earthman, Cash, and Van Berkum, 1995; Hines, 996; and Earthman 1998).

These studies indicate that, in standardized tests, pupils attending schools with newer and better-equipped buildings outperformed pupils in old buildings that were below modern standards (Phillips, 1997).

The physical environments of many schools in Kenya are not only deemed inadequate for learning but unsafe for pupils (UNICEF, 2001).

2.2 Teacher Availability and Qualification

Another factor that impacts learning achievement is teacher availability, qualification, and the quality of teaching pupils experience in the classroom (Asagwara, 1997; UNICEF, 2001; and Nye, Konstantopoulos & Hedges, 2004).

Research studies often examined the effects of such teacher characteristics as educational preparation, experience, or salary on pupils achievement.

An analysis of 18 studies that have examined the effects of teachers on pupils achievement in elementary schools reveals that teacher effects ranges from 7% to 21%, even after controlling for differences in gender, ethnicity, and social economic status (SES), family background or structure, and other school characteristics (Nye et. al., 2004).

An examination of the history of teacher availability and qualification in Kenya reveals persistent teacher shortages and low qualifications (Asagwara, 1997; Moja, 2000; UNICEF, 2001).

Lastly, school principals and their management practices are “critical in developing and sustaining those school-level conditions believed to be essential for instructional improvement” (Spillane, 2003, p. 343).

Principals' ability to distribute leadership among various school constituents, foster instructional leadership through organizational learning, motivate teachers and set positive school climates has been linked to improved learning environments and hence indirectly to pupils achievement (Camburn, Rowan, & Taylor, 2003).

Hallinger et al, (1987) looking at the role and conduct of teachers and principals to establish indicators of effective schools have found that effective schools have principals who have high expectations and who provide strong instructional leadership, thereby making it clear that learning is the focus of the school.

Moreover, principals in such schools maintain a positive climate by According to Eggen & Kauchak (1994), Evertson, (1987), looking at the effects of classroom supervision and management, specifically as it relates to pupils behavior, class rules and procedures, and the physical environment on learning, found a strong positive correlation between teachers' managerial abilities and pupils achievement.

The environment must be free of distractions and the physical layout of classrooms must provide opportunities for active learning. Being supportive of teachers' needs and instituting a joint decision-making process.

Parental and community involvement are also crucial to pupils development. Home backgrounds such as social economic status (SES), parent child-rearing behavior, number of siblings, and early informal literacy socialization as well as parents' occupation, education level, quality of dwelling, and family main source of income are all factors that affect learning (Samuelsson and Lundberg, 1996).

Exposure to teachers, peers and other adults in the pupils's life who model reading and writing and their enjoyment of doing so help to develop not only reading but learning habits in children (Graves, Watts, & Grave, 1994).

Henderson and Berla (1994) cite evidence that school-family partnership result in improved attendance, higher grades and test scores, more positive attitudes, and better graduation rates. Bergmann et al. (1992) have also documented the positive role of community groups in the social education of young people. In Kenya, however, there is limited involvement of the community, NGOs, and private sector in the provision and management of education (UNESCO, online source).

In recent years, policy makers, educators, parents and pupils increasingly have expressed concern about the incidence of school related criminal/behaviour. Although concern has grown, several researchers show that violent behaviour, smoking, theft have increased especially in secondary schools (Kasozi, 1997).

2.3 Discipline and academic achievement

School discipline has a diversity of connotations, as may people perceive it to mean many different things. According to Kasozi (1997) discipline refers to a situation of remaining inside legal bounds of law as laid down by the school administration.

Scheviakore (1955) and Musaaazi (1982) emphasize the need for orderliness in the school. They emphasize that pupils, teachers, school employers and administrators should all be orderly as school discipline and good academic performance is a collective responsibility and a prerequisite for school success.

The Kenya Education Policy Review Commission Report (KEPRCR, 1992) clearly spells out discipline as one of the aims and objectives of education at all levels of the education system.

According to Mafabi (1995) 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 a school's goals to be achieved. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting. School authorities should not only stress the importance of discipline, they also need to put mechanisms of enforcing it.

Okumbe (1998) describes discipline as the action by management to enforce organizational standards. He stresses that all members of educational organization are required to strictly adhere to the various behavioral patterns necessary for maximum performance. In support of this, Chaube (2000) contends that an opinion may be formed about the school by observing the discipline among pupils. It is necessary for every school to enforce certain rules of conduct to ensure discipline and discipline is essential if rules are to be implemented.

According to Musaaazi (1982) pupils discipline means that pupils are provided with an opportunity to exercise self control to solve school problems, to learn and to promote the welfare of the school. Ssekamwa (2000) in agreement with Musaaazi adds that discipline is the development of self worth, self control, respect for self and others and the adherence to the school routine set up in terms of schedules and school regulations. It is very important for school authorities to give freedom to the pupils to develop the self esteem and exercise self control. There are many school authorities who use this approach to enforce discipline in

schools. The researcher however feels that this method could be effective for post secondary school pupils and may not be appropriate for secondary School pupils.

Docking (1980) considers discipline as an important element in the process of socialization, formation of character, a system of controls, which enables teaching to take place as conceptually related to the process of education.

According to Mafabi et al (1995) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies, rudeness, vandalism, aggression, smoking and drinking while at school; evading school activities, bullying of new pupils, indecent forms of dressing. These, however, do not explain how these behaviours affect academic performance because there are many pupils involved in these kinds of behaviour but perform well.

2.4 Research Questions

1. Do school facilities affect the academic performance of pupils?
2. Does the quality of teachers affect the academic performance of pupils?
3. Does the discipline of pupils affect the academic performance of pupils?



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study followed a descriptive research design because the researcher used one Division in the District as a case study. Both qualitative and quantitative methods will be used. The quantitative and qualitative techniques will be used to collect and analyze data.

3.2 Study Population

The study was carried out in A.K Mungugu primary school in Kiamba District. The study involved pupils, and teachers in this study.

3.3 Sample Framework

3.3.1 Sample Size

A total of one hundred and fifty six respondents were used from the total population of the schools which were used for this study as illustrated by the table 3.1

Table 3.1: Categories of Sample

| Categories of Respondents | Sample |
|---------------------------|-----------|
| Teachers | 20 |
| learners | 136 |
| Total | 50 |

3.3.2 Sample Technique

Using a convenient sampling technique, a total of hundred and fifty six respondents were picked at random to participate in this study.

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher then was given permission by the authority to access information from the school.

3.4 Methods for Data Collection

3.4.1 Instruments

1 Questionnaires

These were used to collect information from some learners since these respondents are literate and are able to understand the language being used.

2 Interviews

Interviews were held with teachers since they are busy and have no time to answer questionnaires.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using Questionnaires and Interview Guides, which was given to pupils, Parents and Teachers respectively.

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data then was presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This study was carried out to investigate the factors affecting the academic performance of learners of A.K Magugu primary school in Kiambu District. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the three set objectives of the study.

4.1 school facilities and the academic performance of pupils in class eight

The pupils, head teacher and heads of department were requested to rate the adequacy of facilities in schools for teaching and learning. The results were summarized and presented in the table IX below.

Table IX: Rating of adequacy of facilities in schools.

| Rating | Frequency | Percentage |
|-------------------|------------|-------------|
| Strongly agree | 7 | 4.5 |
| Agree | 47 | 30.1 |
| Disagree | 71 | 45.5 |
| Strongly disagree | 31 | 19.9 |
| Total | 156 | 100% |

The responses were from 109 pupils, 44 teachers, 4 head teachers and 5 directors of studies.

From table IX the respondents who were of the view that the schools had adequate facilities for teaching and learning were 34.6%, while those who were of the view that the facilities were not adequate were 65.4%.

Interviews with head teachers revealed that schools depend mainly on fees from parents which is not even paid on time. Any capital developments in these schools are done from the fees raised. Most of the parents are poor and cannot afford high fees for their children.

Pupils also pointed out that they lack important facilities like computers and televisions in their schools. Therefore they are not kept abreast of the innovations, inventions and current issues important for academic work. This puts them at a competitive disadvantage in relation to those pupils who use internet and other facilities to access information which is not available in text books.

From the questionnaire responses, interviews and observations, there are limited facilities in schools. Lack of facilities for teaching and learning is negatively affecting the academic performance of these schools.

4.2 Teacher Availability and Qualification and the academic performance of pupils in class eight

To establish the effect of quality of teachers on academic performance in the schools, a number of items were included in the questionnaire that required head teachers to state the teachers in each school and their qualification.

Table V: Qualification of teachers

| School | Graduate teachers | Diploma teachers | License teachers | Total |
|--------|-------------------|------------------|------------------|-----------|
| A | 10(40%) | 15(60%) | - | 25(32.5%) |
| B | 10(52.6%) | 9(47.4%) | - | 19(24.7%) |
| C | 1(8.2%) | 9(75%) | 2(16.7%) | 12(15.6%) |
| D | 8(38.1%) | 13(61.9%) | 1(48%) | 21(27.3%) |
| Total | 28(36.4%) | 46(59.7%) | 3(3.9%) | 77(100%) |

According to EPRCR (1992) both graduate and diploma teachers are qualified to teacher primary schools. Only 3.9% of teachers do not have the teaching qualification.

However, all the four head teachers pointed out that although the available teachers are qualified they are not enough to effectively handle the large numbers of pupils.

Responses about the experience of teachers were as follows;

Table VI: Experience of teachers

| | Frequency | Percentage |
|-----------------|-----------|-------------|
| Less than 2 yrs | 43 | 55.8 |
| 3-5yrs | 10 | 13.0 |
| 6-8yrs | 9 | 11.7 |
| Above 8yrs | 15 | 19.5 |
| Total | 77 | 100% |

The results show that 68.8% have experience of less than 5yrs of teaching while 31.2% have more than 5yrs of teaching.

To establish whether the limited experience had any effect on the quality of teaching, questionnaire were administered to Heads of departments

and pupils. A number of observations were also made to assess the performance of teachers during the teaching learning process.

The questionnaire for heads of departments required them to assess their teachers in as far as quality teaching is concerned. The responses were in table VII below;

Table VII: Rating of Heads of departments about teachers

| Item | Strongly agree | Agree | Disagree | Strongly disagree | Total |
|--------------------------------|-----------------------|--------------|-----------------|--------------------------|--------------|
| Preparation of schemes of work | 11 | 30 | 2 | 1 | 44 |
| Giving exercises | 12 | 28 | 2 | 2 | 44 |
| Making exercise | 9 | 14 | 21 | 0 | 44 |
| Making corrections with pupils | 9 | 33 | 2 | 0 | 44 |
| Completion of the syllabus | 5 | 32 | 5 | 2 | 44 |
| Total | 46 | 137 | 32 | 5 | 120 |

The table VII shows the responses of Heads of Departments about the performance of teachers in the four schools.

93% of the heads of departments were of the view that teachers make preparations for teaching while 6.8% commented that teachers don't make adequate preparations for teaching.

Pupils were also asked to assess the quality of teaching in their schools. The results are shown in table VIII below;

Table VII: Pupils rating of teachers' performance

| Item | Strongly agree | Agree | Disagree | Strongly disagree | Total |
|--|-----------------------|--------------|-----------------|--------------------------|--------------|
| Explanation of subject matter concepts | 41 | 54 | 9 | 1 | 105 |
| Giving exercises | 25 | 53 | 25 | 2 | 105 |
| Making exercise | 40 | 46 | 17 | 2 | 105 |
| Making corrections | 20 | 56 | 22 | 7 | 105 |
| Free interaction with pupils | 31 | 41 | 20 | 13 | 105 |
| Total | 157 | 250 | 93 | 25 | 525 |

Results from table VII show that 90.48% of the pupils were of the view that teachers explain the subject concepts thoroughly on the other hand 9.52% responded that the explanations of subject concepts were not clear. 74.29% indicate that teachers give exercises in class while 25.71% were of the view that teachers don't give exercises in class. Also, pupils revealed that 81.9% of the teachers mark exercise while 18.1% do not mark exercises. 72.4% of the pupils further held the view that teacher make corrections after making the exercising while only 27.6% did not. This therefore means that pupils were satisfied with the quality of teaching.

4.3 Discipline and the academic performance of learners in class eight

When the pupils and teachers were requested to respond to the question on what they considered to be the level of discipline in their school, the following were the results.

Table 1: The level of discipline in the school

| Comment | Number of respondents |
|----------------|------------------------------|
| Very high | 24 |
| High | 30 |
| Moderate | 78 |
| Low | 17 |
| Total | 149 |

Pupils and teachers had different views about the level of discipline in their schools. However, quite a small number respondent that the level of discipline was very good which represented 16.1% of the total number of respondents. Majority were of the opinion that discipline was moderate or low (65.8%).

The responses about the level of academic performance in schools judged at national level were as follows:

Table II: Level of academic performance

| Comment | Number of respondents |
|----------------|------------------------------|
| Very high | 16 |
| High | 41 |
| Moderate | 77 |
| Low | 15 |
| Total | 149 |

The results were statistically significant. The pupils and teachers had different views on the level of academic performance of their school judged at national level. Those who stated that performance was very high or high were 38.3% while those who were of the view that performance was moderate or low were 61.7%. These meant that the majority of pupils and teachers recognize the importance of discipline vis a vis academic performance.

Table III: Combining table I and II the results are as follows.

| Comment | Level of discipline in school | Academic performance at national standards |
|----------------|--------------------------------------|---|
| Very high | 24 | 16 |
| High | 30 | 41 |
| Moderate | 78 | 77 |
| Low | 17 | 15 |
| Total | 149 | 149 |

From table III, the researcher established that responses on discipline and academic performance moved in the same direction.

A big number of respondents whose responses on moderate and low discipline tallies with an equally big number of responses on academic performance. This implies that when discipline is moderate or low (63.8%), academic performance is equally moderate or low (61.7%). Conversely when discipline is very high on high (36.2%) academic performance is equally very high or high (38.3%).

Pupils were asked to state the most common types of indiscipline in their schools and the responses were as follows;

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Pupils were asked to state the most common types of indiscipline in their schools and the responses were as follows;

Table IV: Types of indiscipline in schools

| Comment | Percentage |
|---|-------------------|
| Late coming | 40.1 |
| Dodging classes | 30.0 |
| Escaping from school | 25.3 |
| Disrespect for teachers | 3.6 |
| Others e.g. vandalism Immorality, bullying, drug abuse, noise making. | 1.0 |
| | |
| Total | 100% |

The research established that late coming, escaping from schools, dodging classes are indiscipline cases common in the schools. From Table IV, it can be observed that most types of indiscipline are associated with deviance from schools routine represented by 95.4%. This includes late coming (40.1%), dodging lessons (30%), and escaping from school (25.3%). Only 4.6% are other types of indiscipline. Pupils miss a lot of teaching going on in school and this directly affects their performances.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the discussion of the findings, conclusions and recommendations. These are presented according to each of the objectives for purposes of being systematic.

5.1 DISCUSSION

In this section, careful assessment and scrutiny of the findings were presented.

Pupils and teachers were asked about the level discipline of pupils in their schools. The respondents had different views about this issue. 36.2% were of the view that discipline was high while 36.8% were of the opinion that discipline was low. The respondents also had varying views about the level of academic performance in their schools. 38.8% were of the view that the level of academic performance was high or very high while 61.7% were of the view that academic performance was moderate or low.

The teachers were found to be 36.4% graduate, 59.7% diploma holders. Only 3.9% were licensed teachers. Therefore 96.1% of the teachers have the required qualifications to teach.

83.18% of the teachers commented that the teaching is done satisfactorily while 16.82% were of the view that the teaching is poorly done. 77.5% of the pupils had the view that the teachers perform well in class while 22.5% commented that the quality of teaching was not good. The results were therefore statically significant that teachers perform their work well.

Pupils, teachers and head teachers were asked to rate the adequacy of facilities in their schools. 34.6% responded that facilities were adequate and 68.4% commented that facilities were inadequate.

5.2 CONCLUSIONS

The following conclusions were generated from the findings of the study.

The results obtained indicate that when the pupils are indiscipline the time for the study is disrupted and wasted. This greatly affects academic performance.

School teachers in A.K Magugu primary school are qualified and perform their work well. Therefore the poor academic performance is not attributed to the teachers.

Pupils of A.K Magugu primary school in Kiambu District were found to have limited facilities and this contributes to the poor academic performance. The schools with more facilities obtain better quality results than those with fewer facilities.

5.3 RECOMMENDATIONS

As a result of the above conclusions, the researcher finally makes the following recommendations to the various stakeholders.

1. School children should be encouraged to work hard by providing scholarships to the best pupils in class. This will encourage competition among the pupils.

2. Some of the schools can be made partly day and partly boarding to cater for pupils who come from far and can afford boarding fees. This could reduce on late coming and escaping from school.
3. More meetings between school administrators, teachers, pupils and parents should be organized to sensitize the parents about their roles in disciplining their children.
4. To retain teachers in upcountry schools, government should consider introducing upcountry allowance in the remuneration scheme of teachers.
5. Government should provide more teaching learning facilities in schools to make the learning environment more attractive to pupils and teachers.
6. Computer facilities with internet should also be provided in schools so that pupils can access information relevant to their studies and to expose them to what is happening in the world like their counter parts in other schools.

FURTHER RESEARCH

1. Motivation of pupils and academic performance
2. Social-Economic background and the academic performance of pupils.

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QUESTIONNAIRE FOR HEADS OF DEPARTMENT

Dear respondent,

I am a Student of Kampala International University carrying out an academic research on the topic "factors affecting the academic performance of learners of A.K Magugu primary school in Kiambu District." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper

1. Age

a) 20-25 b) 26-30

c) 30-35 d) 36-40

e) Above 40

2. Sex

a) Male b) Female

3. Highest qualification attained

a) Certificate b) Diploma

c) Degree d) Other

4. State whether you are a trained or licensed Teacher

a) Trained teacher b) Licensed teacher

5. How long have you taught in this school?

a) 1-3yrs b) 4-6yrs c) 7-9yrs

d) 10yrs and above

Please indicate the number that is appropriate to you or your situation on the right side boxes using the rates given below;

| | | | |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly disagree |
| 4 | 3 | 2 | 1 |

| | Item | Response |
|----|---|----------|
| 1. | Teachers in this school make schemes of work and lesson plans before going to teach. | |
| 2. | Teachers in this school give exercises while teaching. | |
| 3. | Teachers make corrections in class with pupils after marking exercises. | |
| 4. | Teachers in the school interact freely with pupils in class. | |
| 5. | Pupils in this school are committed to studies. | |
| 6. | Teachers in this school cover the designed syllabus adequately and in time to allow for revision by pupils. | |
| 7. | This school has adequate facilities for teaching and learning. | |

8. What types of indiscipline commonly occur in this school?

.....

9. What do you consider to be the cause of indiscipline in this school?

.....
.....

10. In your view how can the academic performance in your school be improved?

.....

QUESTIONNAIRE FOR PUPILS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic “factors affecting the academic performance of learners of A.K Magugu primary school in Kiambu District.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper

Background information

1. Age

a) 13-15 b) 16-18

2. Sex

a) Male b) Female

Please indicate the number that is appropriate to you or your situation on the right side boxes, using the rates given below.

| Strongly agree | agree | disagree | Strongly disagree |
|----------------|-------|----------|-------------------|
| 4 | 3 | 2 | 1 |

(a) Discipline of pupils and academic performance

| | | |
|----|--|--|
| 1. | Pupils regard towards school regulations | |
| 2. | The level of discipline in our school is low | |
| 3. | Teachers concern towards discipline is low | |

(b) Facilities in school and academic performance

| | | |
|----|--|--|
| 1. | We have adequate furniture in classrooms | |
| 2. | We have a library with relevant books we use for academic purposes | |
| 3. | The available facilities are adequate for studies | |

QUESTIONNAIRE FOR TEACHERS

Please kindly spare time and respond to the following questions. The information is solely for academic purposes. You are assured that the information given shall be treated with utmost confidentiality therefore do not disclose or write your name on the questionnaire.

1. Age

20 - 25

26 - 30

30 - 35

36 - 40

Above 40

2. sex

Male

Female

3. Highest qualification attained

Certificate

Diploma

Degree

Other

4. State whether you are a trained or licensed teachers

a) Trained teacher

b) Licensed teacher

Please indicate the number that is appropriate to you or your situation on the right side boxes using the rates given below;

| | | | |
|----------------|-------|----------|-------------------|
| Strongly agree | agree | disagree | Strongly disagree |
| 4 | 3 | 2 | 1 |

Quality of teachers and academic performance

| | | |
|----|---|--|
| 1. | Teachers in this school make schemes of work and lessons plans before going to teach. | |
| 2. | Teachers in this school give exercises while teaching | |
| 3. | Teacher make corrections in class with pupils after marking exercises | |

INTERVIEW GUIDE FOR HEAD TEACHERS

1. How long have you been a Head teacher in this school?
2. How do you rate the academic performance of your school nationally?
3. How many teachers do you have in your school? Please state the number of each group based on their academic qualifications.
Graduate -----
Diploma teachers-----
Licensed teachers-----
4. How is the relationship between pupils and teachers in your school?
5. Do you give guidance to pupils about their academics?
6. Could you account for the fact that some few pupils perform better than others under the same learning conditions?
7. What type of indiscipline commonly occurs in your school?
8. What do you consider to be the cause of indiscipline in your school?
9. Does indiscipline affect pupils' academic performance?
10. Could you suggest ways of minimizing indiscipline in your School?
11. Does your school have adequate facilities for teaching and learning?
12. If not what facilities are missing



