

**INVESTIGATION OF KENYA CERTIFICATE OF PRIMARY EDUCATION
PERFORMANCE IN NDEIYA DIVISION, LIMURU DISTRICT, KIAMBU
COUNTY, KENYA**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE REQUIREMENT OF THE AWARD OF MASTER OF EDUCATION
DEGREE, UNIVERSITY OF NAIROBI**

2014

DECLARATION

This research project report is my original work and has not been presented to any other university for the award of a degree.

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This research project has been submitted with my approval as a university supervisor.

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DEDICATION

This research work is dedicated to the Almighty God for His grace and goodness in my life. It's also dedicated to my late father Musa Waring'u and my mother Mary Wanjiru, my husband John and my sons Edwin, Erick and baby Alfred. This far I've come because of their support, encouragement, patience and prayers.

ACKNOWLEDGEMENT

I am grateful to a number of people whose contribution, suggestions and encouragement were useful in the writing of this research work. First I would like to appreciate my course lecturers in the Department of Education Foundations. My supervisor, Isaac Muasya for his guidance and suggestions and to my fellow course mates for their useful ideas. Finally I am extremely grateful to the Almighty God for giving me strength and ability to undertake this course and more so this research project. May God richly bless you.

ABSTRACT

The purpose of the research study was to establish how socio-economic, socio-cultural and school based factors affect the performance of candidates in public primary schools at Kenya Certificate of Primary Education (KCPE) in Ndeiya Division, Limuru District, Kiambu County and recommend possible interventions to improve the performance. To achieve the objectives, the views of head teachers, teachers and pupils who were in standard seven and eight from eight primary schools in Ndeiya Division were sought.

The main research question of the study was the causes of poor performance in primary schools in Ndeiya division, Limuru district Kiambu County. The specific research questions of study were; what are the effects of social economic status of parents to KCPE performance. The second was the effects of social cultural practices on pupils' performance while the last one was how the school based factors affect the pupils' performance in Ndeiya division.

The literature review dealt with social economic factors that relate to pupils performance including pupils home background, parents level of education and income. Social-cultural factors include parents' attitude, early marriage, boy's circumcision and female Genital Mutilation. School related factors were also highlighted including school administration and teaching /learning facilities, pupils' discipline, motivation of teachers/students and absenteeism. Time taken from home to school by the students was also reviewed as a factor that contribute to exam performance

The aim of the research study was to identify factors that impact negatively on pupil performance and come up with proactive solutions based on an informed opinion about the underlying issues. The research adopted descriptive research survey design approach. Findings from the research study revealed that social economic, social cultural and school based factors to a great extent contributed to poor performance of students in KCPE exam. Majority of the parents 75.5% had form four as the highest level of education. Parents who had eight years of schooling were found to be 46.8% implying that they would not motivate their children to set high academic goals. The number of parents in professional jobs was found to be insignificant at less than 0.3%.

The research study also revealed that the number of parents who regularly checked and assisted their children with assignments was 7.4%. It was therefore prudent to conclude

that pupils performed poorly because they lacked strong family support structures and parental modeling since most of the parents had low level achievements in education standards. The research study also revealed that majority of the parents 54% were peasant farmers and usually employed the services of pupils in farm duties such as feeding livestock, milking and general farming duties. Pupils were therefore distracted from their studies which affected their performances.

The research study findings revealed that alongside peasant farming, a significant number of the parents 30 % engaged in small scale business. What was significant in the research study was that boys out- performed girls by a margin of more than 27 marks. This can be explained by the fact that the education level of fathers was significantly higher than that of mothers. The researcher was also able to establish that HIV&AIDS, family instability, divorce and separations and drug abuse significantly contributed to poor performance in Ndeiya division.

The school based factors that contributed to poor performance included school administration and teaching/learning facilities, pupils discipline, motivation of pupils and teachers, absenteeism, repetition of pupils and time taken to walk to school from home. Other factors that came up during the research includes; lack of school feeding Programme for pupils who were forced to learn hungry and testing policies were also sighted as being responsible for poor performance.

The conclusion of the researcher was that all stake holders need to work together towards changing parental attitudes, create awareness and support to improve performance in Ndeiya division.

ACRONYMS

ASAL	Arid and Semi Arid Lands
CDF	Constituency Development Fund
EFA	Education for All
FGM	Female Genital Mutilation
FPE	Free Primary Education
HIV& AIDS	Human Immune Virus and Acquired Immune Deficiency Syndrome
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
MOE	Ministry of Education
SPSS	Statistical Package for Social Scientists
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is regarded as a means for change in every family, community, society and the nation. Education targets the youth more as they are anticipated to be the future leaders for the nation. Therefore quality of education is paramount rather than access because education produces people with ability to rejuvenate the economic growth and uplift the standard of living (MOE, Handbook, 2006). Most parents in Kenya believe that education will make their children have a better life as well as uplift the standards of the family.

Most countries recognize the importance of having a literate and numerate population. They acknowledge that a weak educational foundation will negatively affect national development. The rudiments of knowledge are acquired at the primary level of education. The primary level is the basis for further studies and training. Pupil's performance at this stage will generally determine their future performance in the field of work. The crucial role that primary education plays in the pupils' life calls for continued evaluation and research to ascertain that access, quality and relevance are acquired (Macharia, 1992:91). Poor initial schooling may lead to under qualified graduates, who then become poor citizens by the fact that they have been denied their right to basic education. With the importance of primary education in mind, Kenya like most African countries has placed great importance on the expansion of education. The expansion is designed to ensure social economic growth of the country (Republic of Kenya, 1976). The provision of FPE was recommended by the 1964 Education commission (Ominde Report, 1964) was a move towards fulfilling this aim.

In addition, the need for quality and relevance education has necessitated changes in the curriculum over the years. The present system of education in Kenya consists of eight years of primary, four years secondary and at least four years of university education. This system of education was recommended by the report of the presidential working party on the second university in Kenya, (Mackay Report, 1981). In 1985 the first batch of standard eight pupils sat for the KCPE.

This rapid expansion of education pose numerous problems in terms of lack of trained teachers, shortage of resources, shortage of teaching/learning facilities, inadequate skilled administrators and limited places for admission to secondary education (MoE, 2006). Poor performance especially in public primary schools has prevailed over the years. The problem is intensified by the competitive examination taken at the end of primary education. This examination is used as a sieve to secondary education given limited places in secondary schools. During form one selection 2011 a speech read on behalf of the Minister of Education by the then permanent secretary Prof. Karega Mutahi stated that the number of form one places have remained fixed around 47% of the KCPE candidates for a number of years.

There are many factors attributed to poor performance of pupils. Eshiwani, (1993) quoting Sciefelbein and Simmons (1981), gives the determinants of school achievement in the third world countries. These include school resources and management, teachers' characteristics and students' traits. A close examination of these determinants show that the administration of a school and teaching/learning facilities to a great extent influences students' performance. Management entails the activities of planning, controlling, organizing, appraising and leading the procurement and utilization of both human and physical resources at the disposal of an organization in order to achieve defined ends (Gachathi Report, 1976). The head teacher is charged with this responsibility. He/she is central to the success of the school.

It is against the background provided, that the researcher is proposing to investigate the performances of pupils at Kenya Certificate of Primary Education in Ndeiya Division of Limuru District in Kiambu County

1.2 Statement of the Problem

For many years KCPE results of primary schools in Ndeiya division, Limuru District, Kiambu County have been poorest in the district and also in the defunct Central Province. Most of the schools in the division perform poorly yet they have enough resources comparable to other schools in the other divisions. This study was carried out to examine the social economic, socio-cultural, and school related factors that have been contributing to the poor KCPE results in Ndeiya division.

1.3 Purpose of the Study

The main purpose of the study was to establish the socio-economic, socio-cultural and school related factors responsible for poor KCPE performance and recommend the possible interventions to uplift the performance in Ndeiya Division Limuru District, Kiambu County.

1.4 Main Objective of the Study

The main objective of this study was to establish the causes of poor KCPE performance of primary school pupils in Ndeiya Division of Limuru District, Kiambu County.

1.4.1 Specific Objective

More specifically, the study sought to:-

- i. To investigate the effects of social economic status of the parents on the pupils' Kenya Certificate of Primary Education performance in Ndeiya Division, Limuru District Kiambu County.
- ii. To establish the effects of socio-cultural practices on pupils' performance at Kenya Certificate of Primary Education in Ndeiya Division, Limuru District Kiambu County.
- iii. To investigate how school related factors affect pupils' performance in Kenya Certificate of Primary Education in Ndeiya Division, Limuru District Kiambu County.

1.5 Research Questions

1.5.1 Main Research Question of the Study

The main research question of the study was the causes of Poor KCPE performance of primary school pupils in Ndeiya Division of Limuru District, Kiambu County.

1.5.2 Specific Research Questions of the study

This study sought to answer the following questions:

- i. What are the effects of social economic status of the parents on pupils' Kenya Certificate of Primary Education performance in Ndeiya Division?
- ii. What are the effects of social-cultural practices on pupils' performance at Kenya Certificate of Primary Education in Ndeiya Division, Limuru District ,Kiambu County?

- iii. How does school related factors affect pupils' performance in Kenya Certificate of Primary Education Ndeiya Division, Limuru District ,Kiambu County?

1.6 Significance of the Study

The study was anticipated to be beneficial to parents and stakeholders because it would reveal the extent to which social economic conditions, social cultural practices and school related factors can impact negatively on academic performance of a pupil. Consequently, it would provide an insight of the need of providing an enabling academic environment both at home and school. Teachers and school administrators would gain pertinent data on the impact of the same on academic performance and this would help them take necessary measures to improve academic performance.

The study was also expected to act as a basis for further research on educational issues in other regions. The study would also highlight the outdated cultural practices that impact negatively on education achievements and the need for uprooting them in order to promote education in the division.

1.7 Assumption of the Study

The study made the following assumptions;

- i. That all respondents were to cooperate and provide the required information without fear or bias.
- ii. That the head teachers and teachers have kept records on enrolment, transition from grade to grade and marks scored by those who graduate in class eight.
- iii. That the stakeholders in education in Kiambu County and the local community of Ndeiya Division were aware of how KCPE results in primary schools could be improved.

1.8 Limitations of the Study

The study limited itself to only a few selected public primary schools in Ndeiya Division, Limuru District, Kiambu County. It was not possible to cover all the schools in the division because of financial and time constraints.

1.9 Definition of Key Terms

Different researchers use different definitions of concepts in their studies differently. The following provides a brief discussion of terms as they were used in study.

Kenya Certificate of Primary Education

This refers to the standardized exam offered by Kenya National Examination Council at the end of eight (8) years of primary school education in Kenya.

Social-Cultural related factors

These are all those factors emanating from the society's cultural practices, beliefs and ways of life that affect the learners schooling e.g. circumcision of boys and female genital mutilation hence leading to low achievement in KCPE in primary schools in Ndeiya Division.

Social economic factors

This refers to the income and education levels attained by the parents or guardian thus influencing either positively or negatively the performance of primary school performances in Ndeiya Division.

School Related Factors

This means all those factors emanating from within the school environment for example teaching and learning facilities, teachers and pupils motivation, class repetitions and absenteeism that affects learners schooling and performance in KCPE in Ndeiya Division.

Pupil's Academic Performance

This refers to the grades a standard eight pupil has realized in the KCPE as indicated by his/her mean score in Ndeiya Division.

Poor academic Performance

This refers pupils from Ndeiya division scoring low marks of less than 250 marks out of possible 500 marks in KCPE that cannot enable them be admitted to district and county secondary schools in Kiambu County.

Average academic performance

This refers to scoring a mark of between 250 and 300 marks out of 500 marks by pupils from Ndeiya division to enable them get admission to district and county secondary schools in Kiambu County.

Good academic performance:

This refers to pupils scoring a mark of more than 300 marks out of 500 in KCPE Ndeiya division to enable them get admitted to county secondary schools.

8-4-4 System of Education

This refers to system of education recommended by Mackay report, which encompasses eight years of primary, four years of secondary and at least four years of university learning in Kenya

Discipline

This is used in the study to refer to self-restraint in students and obedience to set out school rules and regulations in sampled primary schools in Ndeiya division and the effects on KCPE performance.

Early Marriage

This is a situation whereby the female students who are below 18 years of age are married thus affecting the KCPE performance in Ndeiya division.

School Absenteeism

This is used to refer to cases of students missing on school for more than 25% attendance in a school term thus leading to poor performance in KCPE in Ndeiya division.

Poverty levels

This refers to the condition of low income by parents to help in supporting the learners by providing clothing, writing materials ,books ,feeding programmes and paying of school fees which can assist in improving KCPE performance in Ndeiya division.

1:10 Organization of the Study

The research project is organized into five chapters. Chapter one deals with background, statement of the problem, research questions, purpose of the study and significance of the study. It further includes objectives, limitations, delimitations, basic assumptions, definition of operational terms used in the study and organization of the study.

Chapter two contains the literature review of the publications and references of the studies. Chapter three describes the research methodology which includes research design, target population sample, and sampling procedures, research instruments, reliability, validity, data collection procedure and data analysis techniques.

Chapter four consists of data analysis results and discussion of findings while chapter five include summary of the findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews literature on factors affecting performance among primary school students. The chapter highlights the concepts of the term academic performance with special reference to poor academic performance of students in KCPE. The literature review is arranged under the following sub headings in line with the research questions; school related factors in relation to students' KCPE performance, social economic factors that relate to academic performance and social cultural factors and their influence on academic performance of pupils at primary school level.

2.2 Social Economic Factors that Relate to Pupils' Academic Performance

Socio economic status of pupils' parents is crucial factor influencing their academic performance. There are several socio – economic factors that affect pupils' academic performance. These are factors that are normally outside the school control. These factors include the following:

- i. Pupils' home background
- ii. Parent's level of education and income

2.2.1 Pupils' Home Background

Education is considered by the United Nations as the basic human rights and is the instruments used for achieving social equality and higher economic growth (UNICEF;1992). Governments use education as a tool for fighting ignorance, poverty and diseases. It's a vital factor for socio-economic development Todaro(1982). In this case it is therefore used, as a means for training and producing human resources needed to manage the economic, social and political sector of the country.

The importance of home background has been cited as a major factor which affects performance Talcott (1972) and Bank (1976), in Mirthungu who carried out a study in Nyandarua district asserted that there is a positive relationship between student's performance and home background. There are environmental factors that have been seen for years as serious handicap to good school progress, one is poverty due to factors like low wages, unemployment and loss of family bread winner. The poverty then exerts pressure on pupil's performance. Waweru (1982), states that malnutrition and poor

living conditions are bound to have an influence on health of the child and indirectly or directly affects his/her abilities to learn.

Eshiwani (1986), studying on factors affecting pupils' academic performance in the defunct Western province in Kenya identified that students' performance comes from influence in their immediate environment, significantly parents assist the learners shape their aspirations, self-esteem and motivation. Tyler (1977) suggestions on good home theory maintain that students whose parents are educated tend to provide conducive learning environment to stimulate demand for education.

2.2.2 Parent's Level of Education and Income

A Socio- economic status of a pupil' parent is crucial factor influencing pupils' academic performance. For example, the families with low income and large numbers of children in schools are unable to meet financial needs for fees and feeding them well. Despite their mental ability, the average economic home will go to the average performing schools while those financially endowed will go for highly performing schools because their parents affords (World Bank 1980). Poor families have lower aspirations for their children than upper class due to the opportunity cost of the child.

According to Todaro (1977), children from good social economic background tend to perform better in schools as result of good parent education standards, high income, and proximity to urban areas where the best schools are found. Parent ability to take them to good schools, parent's willingness to help them in school work and ability to buy supplementary books boost their performance (Somerset 1972; Wanyoike 1976; Gakuru 1977; Kinyanjui 1981).

A study conducted by Prewitt in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. Ezewu & Obanya (1988) pointed out that children who join primary schools at early age also complete their primary education early. They also found that educated parents provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned over their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serves as sure gateways to

secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies.

Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children.

Parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own children to value and actively engage in receiving education. In a study conducted in Kenya by Ezewu and Obanya (1988) it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

2.3 Social-Cultural Factors and their Influence on Academic Performance of Pupils

The socio-cultural factors contribute immensely to academic success Datta (1992), says that the culture of an ethnic group may have some influence on the students because it may be instrumental in transmitting certain ideas and attitude affecting motivation and levels of aspiration and linguistic expression and logistic concepts which mediate the learning process.

According to World Bank (1996), the developing countries including those in Africa, cultural and social norms permeate the schools' function even more than in the industrial countries because the school is an imported institution.

The social - cultural factors that influence academic performance of pupils include the following:

- i. Parent's attitude
- ii. Early marriages
- iii. Boys' circumcision
- iv. Female Genital Mutilation (FGM)

The factors are discussed in the sections below.

2.3.1 Parent's attitude

Parent's attitude has been said to have an influence on student's performance. A study by Kapila(1976), in Kathuri (1977), also reported a positive association between parent participation in the child work and academic performance. Mortimore (1988), in Nderitu (1999), found that parents involvement in the life of the child in school to be a positive influence upon the pupil progress and development. Education provide old age insurance to most parent (Psacharopoulos and Woodhall;1985).(Eshiwani 1995) supported this view and states that parents invest in schooling for boys who are believed to retain and provide continuity of their roles and responsibilities .In families where there is no protective cover of social security and pensioner provision the education is seen as the only protection against poverty and old age .Therefore children from homes where education is highly regarded tend to perform better than those from homes where education is despised.

2.3.2 Early Marriages

Early marriages are common in most African Societies. Re-entry into education after early marriage has not been possible UNICEF (2007).Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Maritim (2002) supported the findings by Onyango by stating that families in the lower socio-economic structures marry off their daughters in order to provide economic support in terms of bride wealth to the family. Girls are seen as a source of income by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. In this arrangement girls are denied opportunity for education. They are withdrawn from schooling during periods for initiations and betrothal ceremonies. Odaga (2002) concurred with Mbilinyi and Mbughuni by adding that African traditions and cultures require that girls be married off to qualify as good African women. This made members of the household to usually struggle to socialize their daughters to master skills of being good wives. The result of this is poor performance in national exams. Chege (2000) established that the colonial government and Christian Missionaries in Kenya campaigned against early marriages and circumcision particularly for the Masaai girls. But the Masaai however, attach importance to their culture for preserving their established values and attitudes .Attempts to destroy them were seen as threat to the

community's lifestyle the Masaai still practice early marriages and very conservative in this belief.

A research done by Wairegi (2007), on causes of poor performance in Narok County revealed that socio-cultural practices such as FGM and early marriage contribute to poor performance. In Kenya communities where FGM is widely practiced education levels for girls is quite low as opposed to those who discarded the practice. FGM is closely related to early marriages among girls .It's a bridge to the next stage in the rite of passage where, girls are married off especially among the nomadic pastoralist communities. The problem of early marriage has continued to have a negative impact on education in many parts of Kenya. In this respect the parents should try as much as possible to be closer to their daughters in order to advise them against illicit relationships with men who lure them into early marriage.

2.3.3 Boys' Circumcision

Initiation rites or ceremonies for boys while in primary school have a bearing on whether the boys will remain working hard, obeying school authority or not. Bendera et al (1998) stated in his study that initiations are a disruptive force that pulls students off their studies. This is so because after initiation the performances' of initiates start going down, others drop out or are expelled altogether .It is for this reason that communities with traditional inclinations regard initiation as more important activity than schooling

In some communities, circumcision of boys is regarded as the phase that ushers them to adulthood. Such occurrences limit the concentration in their studies and subsequently affect their academic performance. During the operation the initiates go into seclusion therefore losing on study time. The parents should be positive by advising their sons on the need to go on with education since Education changes attitudes and give a wider range of options for economic activities. Education is considered by the United Nations as the basic human rights and is the instrument used for achieving social equality and higher economic growth UNICEF (1992)

2.3.4 Female Genital Mutilation

Female genital mutilation (FGM) among communities that practice it impact greatly on students' achievement and performance. Because the practice is regarded as maturity to womanhood, the girl disregards education due to the falsehood imparted on them that they are mature and ready for marriage. The circumcisers being illiterate old ladies at most brainwash the adolescent so much that they cannot take education wit zeal.

Seclusion process limits the learner from participating in school activities .A study by UNICEF (1994) revealed that female circumcision or similar practices are observed in at least 25 countries in Africa, Asia and Arab regions.

2.4 School Related Factors in Relation to KCPE Performance.

KCPE performance refers to the grade a standard eight pupil has realized in the Kenya Certificate of Primary Examination as indicated by his/her mean score. The importance of education in Kenya cannot be underscored. It is taken as an investment by both parents and the government, whose benefits accrue in future. Parents, the government and communities invest a lot in education. Performance is given a great emphasis as it guarantees one a place in the next stage of formal schooling system or space in the job market. KCPE examinations are very crucial because they are used to determine the kind of secondary school that a pupil will join and hence the possibility of continuing with schooling.

The factors related to the school that have a bearing on students' academic performance in KCPE examination include the following:

- i. School administration and teaching/learning facilities
- ii. Pupils discipline
- iii. Motivation of pupils and teachers
- iv. Absenteeism from school
- v. Repetition of Pupils
- vi. Distance from School

The factors are discussed in the following sections:

2.4.1 School Administration and teaching/learning facilities

The first factor related to the school which affects students' academic performance at primary school examinations is school administration. According to Mbithi (1974), administration is a formalized system which is intended to control, supervise, plan and make decisions about the various activities of organization on the basis of established authority. In short, administration is the authoritative art of getting done. The head teacher is expected to be responsible for coordinating all activities taking place in the school.

The way the head teacher structures and administers school, his /her relationships with the system, teachers and students have a strong effect on the student's academic performance schools. Eshiwani (1982) had a similar suggestion. He noted that the basic reasons why some perform better than others was that some head teachers organize the learning process for their pupils, while others leave academic performance to chance. This shows the importance of head teachers being involved in whatever goes on in schools. Effective school head teacher are involved in curriculum discussion with the implementers in this case the teachers and influence contents and guidelines drawn up in the school without taking complete school control.

Kerlinger(1995)noted that the principal is not only important in a school but also very influential since he sets school motto ,vision and provide good climate for teaching and learning. His/her managerial skills are springboard of school success. Each manager should have a clear philosophy and mission on which to build organizational goals to be achieved. Krug (1995) established that good schools are distinguished from others by clear understanding of their goals.

A manual for heads (1979) state that head teachers' behavior will set the standard for the school that is his appearance, punctuality and morality must be beyond reproach and he should be aware that the way he behaves will be known to all in school .This is the most treasured thing among the people under the head teacher .The decisions by the head teacher determine the direction in which the school will. In addition, Boyan (1982),quoted by Lukwo (1999),found that successful schools were said to have head teachers who among others had strong human skills, who recognized the unique needs of teachers and help teachers achieve their own performance goals.

The first education commission in independent Kenya stressed the need for effective school management (Ominde Commission, 1964).The effective school administration would enhance educational standards and discipline among students. The master plan on education and training (1997-2010) cites sound management of learning institution to be pre-requisite to efficient and effective utilization of both financial and human resources.

The sound management means delegation of responsibilities, being accountable to people and set priorities to achieve quality education. The school administration is the sole bearer of achievement to teachers because it plays a key role of coordinating and facilitating the learning process. He further said schools are ruined by poor management hence leadership plays key role towards good performance.

The literature that has been reviewed in this section tends to point to the crucial of efficient school administration in promotion high academic standards and performance in school. The proposed study will investigate the how school administration has impacted on pupils' performance in KCPE examination in Ndeiya Division.

The second school factor that is related to academic performance is the availability of teaching and learning facilities. Teaching/ learning facilities have been cited to have an effect on students' academic performance. Eshiwani (1986) carried out a study on school facilities and how they influence pupils' academic performance. His study included facilities such as libraries textbooks, dormitories, visual aids, electricity and water.

The studies on availability of teaching and learning resources show that they are important in the academic performance of students in examinations. For example, Heynemann and Loxely (1983), in Kundu (1999), show that the presence of school libraries was related significantly to achievement in Brazil, China, Botswana and Uganda. Southword and Lofthouse (1990), also found a good physical environment reflected in the school amenities, decorative order and immediate surrounding have a positive advantage to pupils progress and achievement.

Another study by Eshiwani(1993),also found a correlation between textbooks and achievement where the main activity was problem-solving. He found out that textbooks were of even greater importance to young inexperienced teachers who depend on them than the experienced teachers. The availability of classrooms, libraries and other physical facilities enhance the learning and teaching environment which is reflected by the examination performance. Gakuru(1982), and Nderitu(1992),indicated that the condition of school buildings was very important in learning.

Teachers in classrooms with lockable doors and windows could be able to leave their teaching aids in the classroom for as long as they wished without fear of either damage or theft. Those without doors and windows experience storage problems. The findings presented here indicate the availability of teaching and learning resources have an impact on pupils' academic performance.

2.4.2 Pupils Discipline

In studies by Chariton and George (1993), the children with most misbehavior often come from homes characterized by parents' conflicts or family disturbances. For

example, children from violent homes often manifest withdrawn or disruptive behavior which limits academic progress. In disciplinary action taken by management board of Thigio Boys secondary school in Limuru division on July 2012 against errant students, majority of the suspended groups came from dysfunctional families. The above justify the Charton and George argument.

2.4.3 Motivation of Pupils and Teachers

Motivation of both pupils and teachers has been cited as a factor of performance. Page (1958), in Moula (1990), conducting a study using more than 200 children in 74 high schools showed a positive correlation between motivation and academic performance. In a study by Aringo (1984), teachers complained that they were not motivated to work and as a result did not cooperate with head teachers. A study done by Lane and Tinto (1987), in Southword and Lofthouse (1990), revealed a correlation characterized by rewards for academic excellence on students' performance well in school.

Teacher's characteristics have been cited to have an effect on performance. Teacher's characteristic influencing performance includes certification, experience, training, teacher-pupils ratio, and professional commitment and transfer index. Teacher's qualifications have been identified as a crucial factor influencing performance. Bett (1986), in his study Motivation of both pupils and teachers has been cited as a factor of performance.

Unequal distribution of graduate teachers and head teachers influences pupil's performance in KCPE. Eshiwani (1993) reported correlation between student's performance and teachers characteristics that includes qualification. Bett (1986), noted that the number of years of schooling of a teacher was the most consistently positive and significant contributor to pupils achievement. The report further noted that an additional year of educational attainment raised achievement by 1.5 points. Through education a teacher gains cognitive skills, which are necessary when teaching.

The findings presented in the preceding section show that the motivation of both teachers and pupils is important in promoting high academic performance of pupils in schools.

2.4.4 Absenteeism from School

Davis (1989) observed that absenteeism causes low self-concept of academic ability leading to low attainment in school. Children who through their domestic and personal circumstances are forced to acquire adult status too early often become persistent absentees. Thereafter, school life becomes boring, irrelevant, petty and restrictive. Such attitudes lead to withdrawal and conflict. Culturally the young children assist their parents in domestic chores. Ngao (1991) observes that some children are withdrawn from school by parents in rural areas to assist in household chores that include babysitting younger siblings, accompanying parents to hospitals, collecting firewood and water among others. The girl child does most of this work but where there are no girls, the boys are used to perform the same tasks. Chronic absenteeism will affect performance as they are not regular to cover and grasp content taught.

2.4.5 Repetition of Pupils

The final factor related the school that affects pupils' academic performance is repetition of classes by pupils. Repetition of pupils' affects performance according to Masiga (Standard August 20th 1997), repeating does not make a student brighter. When a child is not performing well there is need to establish the reason and tackle it. Forced repetition is there because schools are obsessed with mean scores. Kibui (1995), in her study on factors that influence examination performance of public and private schools in Nairobi found that the practice of forcing pupils to repeat classes or registering supposedly weak candidates in other schools enable private schools to perform better than public schools. In 1997 the then permanent secretary of education Elizabeth Masiga directed primary schools to stop forcing pupils to repeat classes. Pupils should be prepared adequately to sit for their national examination after eight years course. Repeating causes a lot of financial burden on parents (Daily Nation April 29th 2002). The preceding section of the literature review has shown that there are several factors affecting pupils' academic performance that are related to the school. The proposed study will investigate the effect of these factors in pupils' academic performance in KCPE examination in Ndeiya Division.

2.4.6 Distance from School

Various studies have been done to determine causes of poor performance in primary schools. Etsey (2005) carried out a survey amongst primary schools to identify causes of poor performance in primary schools in Ghana. The study revealed that factors

responsible for poor performance included distance from the school for the teachers and students, supervision of teachers and their motivation, lack of role models and participation of parents and teachers association in management of schools. Pupils who spend a lot of time on their way to and from school tend to lag behind in academic achievement. Their study habit and time set aside for doing assignment is interfered with seriously which in return affect examination performance.

2.5 Conceptual Framework

The conceptual framework is developed by the researcher after the review of factors affecting performance it shows the relationship between variables and the expected outcome which is pupils' academic performance as measured by the score in KCPE results. The social cultural factors also play a role. These include early marriages, Female Genital Mutilation and circumcision. These factors are school related which has influence on teaching and learning, for example if teaching and learning resources like textbooks, chalks, teaching aids are not adequate the syllabus coverage will be shallow. This will affect actual outcome which are KCPE results.

On the other hand there are factors outside the school that affect performance. These are social economic factors for example economic status of the parent, education level etc. Though other factors play a role in determining performance, school related factors sums up as guarantee to achievement of the pupils. They play a key role in determining the outcome in examination performance.

Independent variables

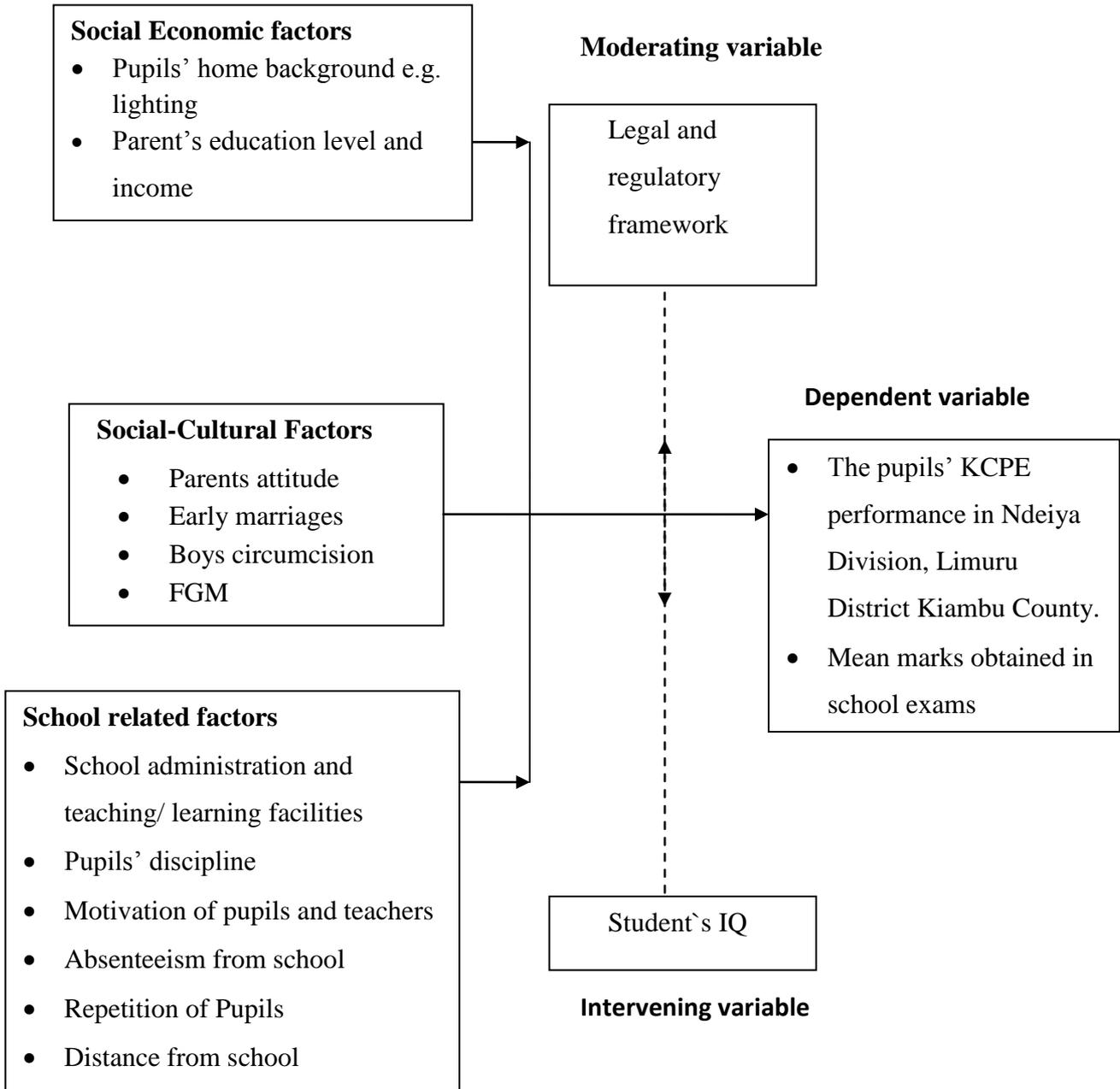


Figure 2-1: Conceptual Framework

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology which is discussed under the following headings: Research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis.

Data Collection

Data for the study was collected through the use of questionnaires. The questionnaires are in three categories; one for the head teacher, teachers and the other one for the class 7 and 8 pupils.

3.2 Research Design

The research study adopted a descriptive survey design approach. According to Mugenda and Mugenda (1999) a descriptive survey design allows for the description of the behavior of a subject in its unchanged natural environment. The design is considered adequate in providing a general overview of the subject under study which was KCPE performance in Ndeiya Division. The investigator examined the variables under the natural conditions in which they are operating as dependent, independent and intervening variables (Tuckman, 1978 & Wiersma, (1995). Descriptive survey research design was used in this study to provide a summary of the factors that are responsible for poor performance on primary school pupils in Ndeiya Division. The research design was therefore used to get the information from the head teachers, teachers and from the students so as to establish the required data for effective achievement of the intended objectives.

3.3 Target Population

Borg & Gall (1983), have defined the target population, or the universe as being all the members of the real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study. The targeted population for the study was 200 consisted of 32 teachers and 160 standard 7 and 8 pupils from 8 public primary

schools who took part in the study. All the schools are mixed day public schools located within Ndeiya division. Most of these schools are located along Thogoto-Mutarakwa road while a few are far away from the main road. The table below shows the category of participants in the study area.

Table 3-1 Category of respondent

Category of respondent	Number	Total
Head teacher	1	8
Class seven teachers	2	16
Class eight teachers	2	16
Male pupils class 7	10	40
Male pupils class 8	10	40
Female pupils class 7	10	40
Female pupils class 8	10	40

3.4 Sample and Sampling Procedure

Wiersma (1995) and Churchill Jr. (1991) pointed out that an ideal sample should be large enough so that the researcher can with confidence within the specified limits, be certain that a difference sample of the same if drawn using the same procedure can give approximately similar results Rescoe (1969) also pointed out that when sample studies are used ,the ultimate interest is learning about the universe from which they were drawn. To ensure that the sample size of the study was representative and large enough for the target population purposive and simple random sampling procedures were applied in the study.

Ndeiya division has a total of 14 public primary schools. 8 schools were randomly selected. The total population of teachers from the 8 selected schools was 107 while the total population of class 7 and 8 pupils was 465. According to Mugenda (2003), 30 percent of a target population is an adequate sample size of a study. Therefore, a sample size of 32 teachers and 160 pupils was selected using simple random sampling procedure. The sample size distribution was as shown in table 3.1

Table 3-2 Sample Size Distribution

Respondents	Total population	Sample	Percentage
Teachers	107	32	28.9
Pupils	465	160	34.4
Total	572	192	100

3.6 Validity of Research Instruments

Validity of research instruments is intended to determine whether the instruments truly measures that which it was intended to measure. According to Polit and Hungler (1997) validity measures the degree to which results obtained from the analysis of the data represents the truth, credibility, and the right phenomena under the study.

To ensure content valid data, the researcher started by identifying a domain of indicators which were relevant to the variables of the study. According to Mugenda and Mugenda (2003) a content valid measure should contain all possible items that should be used in measuring the concept under study. The identified set of indicators were then discussed with the research supervisor .

3.7 Reliability of the Instruments

Reliability refers to the consistency of measurement. T-test reliability method was employed to measure the instruments reliability. Reliability was increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The researches utilized the Cronbach's alpha of 0.70 to check internal reliability. According to Mugenda and Mugenda, (2003), the higher the alpha the more reliable the research results are. The alpha is denoted as:

$$\text{Alpha} = \frac{N \cdot r}{1 + r(N-1)}$$

Where r= the means inter - item correlation

N= number of items in the scale

The corrected data was subjected to reliability analysis test and the Cronbach's bunch alpha coefficient obtained was 0.77 According to Hair et. al., (2010) a 0.6 Cronbach's bunch alpha coefficient is adequate.

3.8 Data Collection Procedure

The permission to carry out research was obtained from the office of the president through an introduction letter from the department of Educational Foundations. Authority was also sought from the District Education officer Limuru to carry out the research in the selected schools. Once the permits were received, the researcher visited the selected schools to make appointments for the administration of questionnaire on visiting the school. The researcher tried to create rapport with the head teacher, teachers and pupils who are the respondents and explain the purpose of the study and how to respond to the questions. This was followed by the actual data collection in the schools. The actual data collection involved distribution of questionnaires to the sampled respondents. The researcher personally explained to the respondents how to fill in the questionnaire and picked after they were duly filled up by the respondents the same day.

The researcher took into consideration the ethical issues in research like explaining the purpose of the study, getting informed consent, safeguarding the identity of the respondents by informing them not to write their names on the questionnaire, maintaining confidentiality and being honest at all times.

3.9 Data Analysis

Data analysis was facilitated by use of SPSS (Statistical Package for Social Science) Computer package. Descriptive method was also employed in analyzing data where frequencies were used in interpreting the respondent's perception of issues raised in the questions so as to answer the research questions. Quantitative data was analyzed using frequencies and percentages while qualitative data was analyzed thematically. Finally, all the data was strictly interpreted in relation to research questions then conclusions were drawn from the findings and recommendations were made.

Table 3-3: Variables

Objectives	Variables	Indicators	Measurement	Scale	Data Collection Method	Tools of analysis
To investigate the KCPE performance in Ndeiya Division, Kiambu, county Kenya.	Dependent variable The pupils' KCPE performance	Grade obtained in school exams	Level of student's academic ability	Ordinal	Questionnaires	Descriptive analysis
To investigate the effects of social economic status of the parents on the pupils' KCPE performance in Ndeiya Division, Limuru District Kiambu County.	Independent variable Social economic status	Pupils' home background	Level of parents social status	Ordinal	Questionnaires	Descriptive analysis
		Parent's level of education and income	Education Level of the parents	Ordinal	Questionnaires	Descriptive analysis
To establish the effects of socio-cultural practices on pupils' performance at KCPE in Ndeiya Division, Limuru District Kiambu County.	Independent variable socio-cultural practices	Early marriages	Attitude towards early marriages	Ordinal	Questionnaires	Descriptive analysis
		Boys circumcision	Attitude towards initiation	Ordinal	Questionnaires	Descriptive analysis
		FGM	No. of girls who had undergone FGM	Nominal	Questionnaires	Descriptive analysis
		Absenteeism from school	No. of days absent from class in an year	Nominal	Questionnaires	Descriptive analysis

To investigate how school related factors like absenteeism, parents follow up, dropout rate and adequate teaching and learning aids affect pupils' performance	Independent variable School related factors	School administration	Level of school administration involvement in curriculum discussions	Ordinal	Questionnaire	Descriptive analysis
		Teaching/ learning facilities	Level of availability of teaching and learning facilities	Ordinal	Questionnaires	Descriptive analysis
		Motivation of pupils and teachers	Level of students and teachers motivation	Ordinal	Questionnaires	Descriptive analysis
		Repetition of Pupils	No. of classes repeated by the pupils	Nominal	Questionnaires	Descriptive analysis
		Pupils indiscipline	No. of indiscipline cases reported	Nominal	Questionnaires	Descriptive analysis

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the study findings, discussions, analysis and discussion of the findings based on the study objectives. The analyzed data with appropriate interpretations has been presented. The purpose of the research study was to investigate factors that contribute to poor performance in KCPE in Ndeiya division, Limuru District, Kiambu County. The study was guided by three study objectives: the effects of social economic status of the parents on the pupils' KCPE performance; the effects of socio-cultural practices on pupils' performance, and how school related factors affect pupils' performance in KCPE in Ndeiya, Limuru District.

4.1.1 Questionnaire Return Rate

One hundred and sixty (160) questionnaires were distributed to the pupils in class eight and seven and 145 fully filled and useable questionnaires were returned. The response rate was therefore 90.6% for pupils while the teachers who responded to the study were 30 representing 93.75%.

4.1.2 Demographic Information of the Respondents

The demographic details of the respondents were considered important for the study. This were therefore captured and included in the study to enable the researcher understand the details of the respondents. The information captured included the gender, family size and siblings' level of education.

According to the research, the primary schools in Ndeiya are adequately staffed. The teachers were well trained with over 60 % holding teacher certificate (P1), 40 % had a Diploma or higher qualifications. In terms of gender, 53 % of the teachers were male against 47 % female teachers.

The study sought to establish the family size of the respondents. The results show that 55 % came from homes with more than three children while 45 % came from homes with one or two children.

The researcher was also interested in finding out the siblings' level of education. Most of them, 64.3 % came from young families whose siblings are still in primary school and below, 33.7 % have siblings in secondary schools while 0.02 % had siblings who had completed secondary school education.

4.1.3 Academic Performance of the Pupils

The academic performance of the pupils was measured using mean marks. The results are presented in table 4.1. The research sought to find out the performance of the respondents in the past two exams that they sat for. The respondents were asked to indicate if they scored less than 250 marks or above 250 marks. The findings were as shown in table 4.1

Table 4-1: Academic Performance of the Pupils

Mean marks obtained	frequency	percentage (%)
Did not sit for the exam	27	16.9
Below 250 marks	83	68.9
Above 250 marks	50	31.2
Total	160	100

The findings of the study revealed that 68.9% of the respondents scored below 250 marks on average in the past two exams while 31.2% percent of the respondents scored above 250 marks. It was therefore clear that the performance of majority of the students' academic performance was below average hence the need to investigate the causes of the dismal performance in Ndeiya division.

4.1.4 Class level of Pupil Respondents

The study sought to identify the composition of the respondents to ensure that both class 7 pupils and class 8 pupils were fully represented in the study. The findings were summarized and captured as shown in table 4.2

Table 4-2: Composition of Respondents per Class

Class level	frequency	percentage (%)
Class 8	75	46.9
Class 7	85	53.1
Total	160	100

The composition of the respondents consisted of 46.9% class 8 pupils and 53.1% class 7 pupils. The two groups of the target population were therefore fully represented. It was therefore the opinion of the researcher that the proportion of students in the study would represent adequately the information that was required for the study.

4.2 Effects of Social Economic status of the Parents on the Pupils' Kenya Certificate of Primary Education Performance in Ndeiya Division, Limuru District Kiambu County

The researcher was interested to know how social economic status of parents affected performance of pupils in KCPE. The factors that were considered included the kind of lighting the pupils used at home, the parent's level of education, and the kind of employment that the parents hold or what they do to earn income.

4.2.1 Lighting

Availability of a reliable source of lighting is very important particularly in rural areas pupils who have access to reliable lighting have an advantage of reading at night over those who do not have electricity. This difference could be taken to account for differences in performance. The research sought to identify the economic status of the students which affect their performance in KCPE exams. The nature of lighting was considered as an adequate parameter for gauging the economic level of the respondents. The nature of lighting was important as the ability to do homework and home study will be influenced by the availability and nature of light used. The findings of the study were as shown in table 4.3.

Table 4-3: Lighting used at Home

Lighting	frequency	percentage (%)
Electricity	8	5.0
Solar	0	0.0
Kerosene	101	63.1
Firewood	51	31.9
Total	160	100

According to the findings of the study, 63.1% students indicated that they use kerosene at home as their source of lighting, and only 5.0% indicated that they used electricity as their source of lighting at home and hence the poor performance in KCPE exams. This was a clear indication that most students came from families that could not afford electricity costs. Most of the parents are either peasant farmers or run small scale business in the local buying centers. Their incomes are inadequate to provide the basic needs required by the students.

4.2.2 Parent's Education Level

Parent education level is important in influencing children academic performance since educated parents aspire to have their children pursue higher education levels. The research sought to establish the education level of the parents of pupils. Education level of the respondents was one of the indicators of social factors affecting the academic performance of the pupils in KCPE exam in Ndeiya. The study shows that majority of the students in the study area come from families where parents' level of education is very low. This could be taken as an explanation of the persistence of low performance in KCPE. The findings were as shown in table 4-4

Table 4-4: Parents Education Level

Parents education level	frequency	percentage (%)
None	21	13.1
Primary	79	49.4
Secondary	42	26.3
College	10	6.3
University	8	4.9

Total**160****100**

The findings of the study revealed that 75.6% of the parents of the respondents had not attained education beyond secondary school level. Only 11.3% parents of the respondents had attained college and university education. This in turn has contributed to the poor performance of the pupils in KCPE in Ndeiya division.

4.3 Social Cultural Factors that Influence KCPE Performance in Ndeiya Division

The study sought to establish how social-cultural factors affect pupils' performance in KCPE in Ndeiya division. The respondents were asked to indicate if they were aware of students who got married while in school and therefore dropped or performed dismally. They were also asked to indicate the effects of circumcision and FGM on KCPE performance. Culture of a people plays a significant role in terms of accessibility to education.

4.3.1 Early Marriages

The study sought to establish if there were cases of early marriages among the pupils in Ndeiya division. The respondents were therefore asked to indicate if they were aware of a colleague who had dropped from school and married. The findings were as shown in table 4.5

Table 4-5: Cases of Early Marriages among Pupils

Awareness of some married		
Students'	frequency	percentage (%)
Less than 10	49	28.1
21 and above	111	69.4
Total	160	100

The findings of the study revealed that 69.4% of the respondents indicated that they were aware of more than 21 of their colleagues who had dropped out of school to get married. Early marriages force students to stop schooling and it is an indication of a society that does not value education. Cases of early pregnancies were therefore related to the early marriages among pupils in Ndeiya Division.

4.3.2 Circumcision and Loitering in the Shopping centers

The study sought to establish if boy's circumcision and loitering in the shopping centers affected the performance of students in Ndeiya Division. The respondents were therefore asked to indicate if they agreed or disagreed with the statement that circumcision and loitering in the shopping centers affected how boys performed in their academics. The findings of the study were as shown in table 4.6

Table 4-6: Circumcision and how it affected Performance

Students fail KCPE for circumcision		
and loitering in the Shopping centers	frequency	percentage (%)
Yes (I agree)	89	55.6
No (I disagree)	15	9.4
I do not know	56	35
Total	160	100

The study established that 55.6% or the respondents agreed that circumcision and loitering in the shopping centers affected how boys performed in their academics. According to Wairegi (2007), the poor performance of the students in their academics was therefore related to boy's circumcision and loitering in the shopping centers .Errant behaviour get the initiates into bad company and waste study time ,it eventually results to either dropout from school or poor KCPE results.

4.3.3 Female Genital Mutilation

The study opted to establish if Female Genital Mutilation affected how girl performed in KCSE in Ndeiya division. The respondents were therefore asked if they agreed with the concept or not. One of the factors that have stopped girl's education from gaining the attention it deserves is cultural practices like FGM. The findings of the study were as shown in table 4.7

Table 4-7: The Effect of FGM on Performance

Most girls fail to do well in KCPE		
after undergoing FGM.	Frequency	percentage (%)
Yes (I agree)	83	51.9
No (I disagree)	21	13.1
I do not know	56	35
Total	160	100

The study found out that more than 50% of the respondents agreed that FGM affected how girls performed in their KCPE exams because it paved way for early marriages. According to a study by (UNICEF; 1994) it revealed that in many cultures, FGM begins as a process of emotional and physical isolation as well as other rituals that are demeaning to girls. This practice hampers advancement in education for girls since they are bogged down with management of these initiations rather than being engaged in educational work. It was therefore inferred that the poor performance of the pupils in Ndeiya Division was related to FGM which is widely practiced.

4.4 Effects of School-based Factors on Pupils' Performance at Kenya Certificate of Primary Education in Ndeiya Division, Limuru District Kiambu County

The researcher was interested to know how school related factors affect performance in KCPE in Ndeiya County. The parameters under the school related factors were the administration and adequacy of the school facilities, students discipline, teachers' motivation, absenteeism and time taken to get to school. These factors play a key role in determining the actual outcome of the KCPE results.

4.4.1 School Facilities

The researcher was interested in knowing the extent to which the quality, quantity and adequacy of facilities affected the performance in KCPE. Respondents were asked to indicate on a scale of 1 to 5 where, 1 was very adequate, 2 adequate 3 satisfactory, 4 inadequate and 5 very inadequate (none).

Table 4-8: Facilities

Indicator of adequacy	very inadequate	inadequate	Satisfactory	Adequate	very adequate
Parameter	5	4	3	2	1
Classrooms	9	11	6	3	1
Staff preparation room	3	4	8	12	3
Lunch provided to learners	30	00	00	00	00
Games facilities	10	8	7	5	00
Books	2	3	10	15	00
Library	25	4	1	00	00
Printing facilities	25	3	2	00	00
Reference materials	11	9	7	2	1
Sanitation facilities	15	9	4	4	2

The study revealed most teachers indicated that learning facilities were very inadequate or inadequate. For instance, 25 out of 30 teachers indicated that there was no library in school and 24 teachers indicated that reference materials were either very inadequate or inadequate. The inadequacy of learning facilities was related to the poor performance of students in KCPE examinations. Heynmann & Loxely (1983), in Kundu (1999), show that the presence of school libraries was related significantly to achievement in Brazil, China, Botswana and Uganda.

4.4.2 Discipline of Pupils

There is a very strong relationship between discipline and performance. Disciplined students tend to perform better since their studies are not disrupted undertaking punishments within the school and away on suspensions. The researcher sought to find out the relationship between discipline and academic performance of pupils in KCPE exams in Ndeiya Division. The respondents were therefore asked to indicate the number of indiscipline cases they had in the course of the term. The findings of the study were summarized as shown in table 4-9

Table 4-9: Student Discipline Cases

No. of indiscipline cases	frequency	percentage (%)
None	30	18.7
More than 2	98	61.3
More than 5	15	9.4
More than 7	18	11.2
More than 10	0	0.0
Total	160	100

The findings of the study revealed that 61.3% respondents had more than two indiscipline cases. According to Chariton and George (1999) undisciplined students tend to perform poorly academically due to disruptive behavior. It was therefore inferred that the poor performance of most pupils in Ndeiya division was due to indiscipline related issues among the students.

4.4.3 Teacher Motivation

The researcher sought to establish if teacher motivation had an effect on pupils' performance in Ndeiya Division. Teachers were asked to indicate their level of motivation in their working environment at as scale of 1 to 5, where 1 was equivalent to very poor, 1=poor, 3=satisfactory, 4= good, and 5=very good. The results were summarized as shown in table 4-10.

Table 4-10: Level of Teacher motivation

Motivation	Frequency	percentage (%)
Very poor	8	26.7
Poor	11	36.7
Satisfactory	10	33.3
Good	1	0.03
Very good	0	0.0
Total	30	100

The findings of the study revealed that 63.4% of the respondents indicated that the level of teacher motivation was poor and very poor. Motivation of both pupils and teachers has been cited by Moula (1990) as a factor of performance. These findings revealed that most of the teachers as well as students are demotivated to perform well in KCPE Ndeiya division.

4.4.4 Absenteeism

The study sought to establish if absenteeism affected how pupils performed in their academics in Ndeiya division. The respondents were therefore asked to indicate the number of days they were absent from school in a week. The findings of the study were as shown in table 4.11

Table 4-11: Absenteeism and its influence on Performance

Days absent in a week	Frequency	percentage (%)
None	55	34.4
Less than 2 days	93	58.1
3-4 days	12	7.7
Total	160	100

The study revealed that 58.1% of the respondents were absents from school less than 2 days in a week. Students' absenteeism negatively affects how students perform in their academics. The poor performance of the students in Ndeiya division was therefore related to frequent absenteeism from school. Most of the respondents investigated miss school to assist their parents or guardians in domestic chores.

4.4.5 Time Taken to get to School

The research study also sought to find out if the time taken by the students to get to school affected their academic performance. Etsey (2005) carried out a survey amongst primary schools in Ghana to identify causes of poor performance in primary school among the factors included distance from the school. Pupils who spend a lot of time on their way to and from school tend to lag behind in academic achievement. These students are also exhausted physically to concentrate in their studies during class time.

The findings were as shown in Table 4-12

Table 4-12: Time taken to walk to School from Home

Time taken to get to school	frequency	percentage (%)
30 minute	26	16.3
About 1 hour	28	17.5
More than 1hour	106	66.2
Total	160	100

The findings of the study revealed that 66.2% of the respondents spend more than one hour to get to school. That meant that they had to either wake up early in the morning to start the journey to school and by the time they are getting to school they were exhausted. Their study habit and time set aside for doing assignment is interfered with seriously which in return affect internal examination performance. This in turn negatively affected how they performed in their KCPE .

4.4.6 Lateness

The respondents were asked to indicate how often they got to school late. The attitude of students toward schooling has a relationship to punctuality. Negative attitude could lead to high frequency in lateness. The results of the study were as shown in table 4.13

Table 4-13: Cases of Lateness to School

Getting late to school	frequency	percentage (%)
Always	24	15
Sometimes	96	60
Never	40	25
Total	160	100

The findings of the study revealed that 60% of the respondents indicated that they got late to school sometimes while 15% respondents indicated that they always got to school late always. When students get to school late, their concentration in school gets distracted since they end up poorly organizing themselves and hence poor academic performance. Since most

students indicated that they most often get to school late, that explained why most students in Ndeiya division performed poorly in their KCPE exam.

4.4.7 Parents consulting Teachers on student’s Academic Performance

The study aimed at establishing how often parents consulted teachers on academic performance of the pupils. The results of the study were as shown in table 4.14

Table 4-14: Parents who consulted teachers on pupils’ academic performance

Parents consulting teachers		
on student`s academic performance	frequency	percentage (%)
Always	6	3.8
Sometimes	31	19.3
Never	123	76.9
Total	160	100

From the findings of the study, 76.9% respondents indicated that their parents never consult teachers on their academic performance .When parents get involved on the issues affecting their children’s academic performance it increases chances of the students to perform better in their academics since their get an opportunity to address the issues hindering their academic performance. Since most parents do not consult teachers on the academic performance of their children in Ndeiya division, that may explained clearly why most students performed poorly in their KCPE exam.

4.4.7 Parents assistance in School work

Parents attitude has been said to have an influence on students’ performance .Cullen (1969) noted the importance of parent encouragement on academic performance. Therefore the study opted to establish if the parents in Ndeiya division assisted their children in school work. The findings of the study were as shown in table 4-15.

Table 4-15: Assistance given to pupils by parents

Frequency of parents`	frequency	percentage (%)
Assistance in school work		
Often	6	0.04
Rarely	34	21
Sometimes	19	11.9
Never at all	101	63.1
Total	160	100

Accordingly students who are assisted in doing school work by their parents tend to perform better in their academics compared to those that are not assisted by their parents. The studies therefore sought to find out the number of respondents who are assisted in doing school assignment by their parents. The findings of the study revealed that 63.1% of the respondents were not assisted to do school assignment by their parents at home. Since the level of parental assistance of pupils in doing school assignments was low, the performance of the students in their exams was also low.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this research study was to establish causes of poor performance at KCPE in public primary schools in Ndeiya division of Limuru division, Kiambu County. A case study design was used for this study. To achieve the objectives of the study, the researcher was guided by three research questions which were: what is the impact of socio-economic conditions of parents on pupils KCPE performance, to what extent do socio-cultural practices influence pupils academic performance and how does school related factors affect KCPE performance. The responses of the respondents representing the opinions about poor performance at KCPE were captured in questionnaires that were administered using a pick and drop method.

5.2 Summary of Findings

The purpose of this research study was to establish causes of poor performance at KCPE in public primary schools in Ndeiya division of Limuru division, Kiambu County. The study area was Ndeiya Sub-location, Kiambu County, Kenya.

The first objective of the study was to investigate effects of social economic status of the parents on the pupils' Kenya Certificate of Primary Education performance in Ndeiya division. The indicators that were used to measure the social economic parameter were lighting, parent's education level and the kind of work they do to earn their living.

It was evident that social economic status of the parents can positively or negatively affected the pupils' performance in Kenya Certificate of Primary Education (KCPE) in Ndeiya division. Parents' social economic status was measured using Lighting, parent's education level and Parents' assistance in school work .The findings of the study revealed that parents had a low social economic status since 63.1% of the students indicated that they used kerosene at home as their source of lighting. This was a clear indicator that most families could not afford electricity or solar power connections. The findings of the study also revealed that 75.6% of the parents of the respondents had not attained education beyond

secondary school level. This in turn negatively affected the performance of the pupils at KCPE exam in Ndeiya division.

The second objective of the study was to establish the effects of socio-cultural practices on pupils' performance at Kenya Certificate of Primary Education in Ndeiya Division, Limuru District Kiambu County. Socio-cultural practices were measured using issues like early marriages, boys' circumcision and Female Genital Mutilation (FGM) among primary school going students. The findings revealed that 69.4% of the respondents indicated that they were aware of more than 21 of their cliques who had dropped out of school to get married. 55.6% of the respondents agreed that circumcision and loitering in the shopping centers affected how boys performed in their academics and KCPE.

The third and the last objective of the study was to investigate how school related factors affect pupils' performance in Kenya Certificate of Primary Education in Ndeiya Division, Limuru District Kiambu County. The parameters used as indicators of school related factors were School administration and Teaching/ learning facilities, Motivation of pupils and teachers, absenteeism, time taken to get to school, discipline of pupils, pupils lateness to school and parent-teachers consultation on pupils academic performance. The key findings was that 83.3% of teachers indicated that there was no library in school and 80% of teachers indicated that reference materials were either very inadequate or inadequate. 63.3% of the respondents indicated that the level of teacher motivation was poor and very poor. The study also revealed that 58.1% of the pupils are absent from school for less than two days. 83.7% of the respondents take more than one hour to get to school thus get to school exhausted and cannot concentrate well in class. From the findings it was noted that parent-teacher consultations on performance was not emphasized for only 3.8% of the parents bother to see teachers concerning performance.

5.3 Conclusion

According to these findings the following stakeholders school committees, parents, local politicians, church sponsors and teachers should come together and look for ways to solve the persistence poor KCPE performance in Ndeiya division. The head teachers can use various methods to motivate pupils and teachers into working harder. Guidance and counseling of learners can solve discipline issues, early marriages and reduce absenteeism. Guidance and counseling should therefore be enhanced by encouraging teachers to undertake short courses on life skills and counseling so as to be effective teacher counselors.

This study was anticipated to be beneficial to parents and stakeholders because it would reveal the extent to which social-economic conditions, social-cultural practices and school related factors can impact on academic performance of a student. Consequently, it would provide an insight of the need of providing an enabling academic environment both at home and school. Teachers and school administrators would gain pertinent data on the impact of the same on academic performance and this would help them take necessary measures to improve academic performance.

The Ministry of Education should organize seminars and workshops for teachers on regular basis which will enable them to equip themselves with relevant methods of teaching. Schools should devise means of encouraging the pupils so that they take their school work more seriously. Such strategies as rewarding the best improved pupils and those with the lowest absentee records among others could be tried.

The government in liaison with the school administration and parents should provide the necessary teaching and learning resources to the schools in Ndeiya division so that they are not disadvantaged. The Limuru CDF can also be used to improve the infrastructures in the schools .Most of the schools visited are dilapidated and need to be given a facelift in order to uplift learners self-esteem thus improve their performance.

5.4 Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research;

1. Comparative studies between public and private schools in Ndeiya division to find out whether the factors that determine performance are the same.
2. A national study on Female Genital Mutilation as an initiation rite hindering good KCPE performance in primary schools.
3. The role of guidance and counseling in management of poor KCPE performance in primary schools in Limuru sub county.

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APPENDIX

Appendix I: Questionnaire for Standard 7 and 8 Pupils' Instructions.

- 1 You are not required to write your name on this questionnaire.
2. The information you give will be treated as confidential.

Introduction

My name is Lucy Wambui Waringu from University of Nairobi. I am currently doing my Med research in Education Foundations. This questionnaire is designed to examine factors influencing KCPE performance in Ndeiya division Limuru district Kiambu county. Respond to the questions in the questionnaire by putting () or by filling in the empty spaces. You should note that all answers you give are correct according to your opinion/judgment.

Section A

Demographic information

1. Indicate the type of school by putting a tick() against your right choice
Mixed boarding mixed day mixed boarding and day
2. What's your gender?
3. What is your age?

SECTION B. Effects of Social Economic status of the parents on the pupils' KCPE Performance in Ndeiya Division, Limuru District Kiambu County.

1. What kind of lighting do you normally use when doing your studies at home?
 - a) Electricity
 - b) Solar
 - c) Kerosene
 - d) Firewood
 - e) Others
2. What is the highest level of formal education attained by your parents:-

Education level	Father	Mother
None		
Primary		
Secondary		
College		
University		

a) How often do your parents help you in doing your homework?

Quite often

Rarely

Never

SECTION C Effects of school Related on students KCPE performance in Ndeiya division

3a. How many students are in your class?.....

b. How many of those who were with you in previous class have dropped?.....

c. Why did they drop from school? Put a tick (√) against your right choice(s)

- a) Transfer to other schools
- b) Repetition
- c) Dropout/stop schooling
- d) Married
- e) Lack of school fees
- f) Expulsion due to indiscipline
- g) Others specify

4. On average how many days are you absent from class in a week

- a) None
- b) Less than 2 days
- c) More than 3 days

5a. Have you ever repeated a class

Yes

No

b. If the answer in above is yes, which class did you repeat?

1
2
3
4
5
6
7
8

c. What was the reason for repeating.....

3. In the course of this term, how many indiscipline cases have you had?

- none
- more than 2
- more than 5
- more than 7
- more than 10

4. How often do your parents help you in doing your homework?

- a) Always
- b) Sometimes
- c) Never

5. Do parents consult your teachers about your academic performance?

- a) Often
- b) Rarely
- c) Sometimes
- d) Never

6. How often are you late in getting to school?

- Always
- Sometimes
- Never

How long does it take you to get to school?

- a) 30 minutes

- b) About 1 hour
- c) More than 1 hour

Section D Effects of Social Cultural factors on students KCPE performance in Ndeiya division

8. a) Are you aware of some of the students you were studying with who got married?

yes

No

b) If yes, how many?

a. less than 5

b. 6-10

c. 11-20

d. 21-30

9 Kindly tick in the spaces provided below your level of agreement with the statement that ‘Most boys fail to do well in KCPE because of circumcision and loitering in the Shopping centers after school’

i) Yes (I agree)

ii) No (I disagree)

iii) I do not know

10 Kindly tick in the spaces provided below your level of agreement with the statement that ‘‘Most girls fail to do well in KCPE because of FGM.’’

a) Yes (I agree)

b) No (I disagree)

c) I do not know

9. Do your parents consult teachers on academic performance?

a) Often

b) Rarely

c) Sometimes

d) Never at all

Thank you for participating in this research!!!

Appendix II : Teachers' interview Guide

Introduction

1. You are not required to write your name on this questionnaire.
2. The information you give will be treated as confidential.

Introduction

My name is Lucy Wambui Waringu from University of Nairobi. I am currently doing my MEd research in Education Foundations. This questionnaire is designed to examine factors influencing KCPE performance in Ndeiya division Limuru district Kiambu County. Respond to the questions in the questionnaire by putting () or by filling in the empty spaces. You should note that all answers you give are correct according to your opinion/judgment.

Section A. Demographic information

1. What is your gender? a) Male b) female
2. Indicate your age a) Below 30 b) Above 30
3. How long have you been teaching.....
4. Indicate your professional qualification
 - a. Certificate
 - b. Diploma
 - c. Graduate
 - d. Post graduate

Section B School related factors and their affect on students' Kenya Certificate of Primary Education performance in Ndeiya Division, Limuru District Kiambu County.

5. What have been the highest attained mean marks by your pupils in KCPE for the last 5 years? Fill the table below.

	2009	2010	2011	2012	2013
Boys					
Girls					

6. What can you say about the level of teacher pupil ratio in your school?
 - a) Very good (b). Good moderate (c). poor (d). very poor

7. Please tick (√) the number that best describes the level of teachers' motivation in improving academic performance in your school

KEY: 5=Excellent, 4= Good, 3=Satisfactory, 2=Poor, 1=Very poor

- a. Excellent
- b. Good
- c. Satisfactory
- d. Poor
- e. Very poor

8. What is the dropout situation in your school for:-

- | | | | |
|-------|------------|--------------|------------------|
| Boys | i) Serious | ii) Moderate | iii) Not serious |
| Girls | i) Serious | ii) Moderate | iii) Not serious |

9. Please comment on the effectiveness of the school administration in the following areas based on a scale of 1- 5 where 1 is excellent, 2 is good, 3 satisfactory,4 , poor and 5 is very poor

Parameter	5	4	3	2	1
Staff management					
Financial management					
Pupil discipline					
Coordination with parents					
Resource mobilization					
Creative					
Time management					
Staff motivation					
Student motivation					

10 . Please comment on the adequacy of the following facilities in your school based a scale of 1 to 5 where 1 is excellent, 2 is good, 3 satisfactory,4 , poor and 5 is very poor

Parameter	5	4	3	2	1
Classrooms					
Staff preparation room					
Lunch provided to learners					
Games facilities					
Books					
Library					
Printing facilities					
Reference materials					
Sanitation facilities					

11 a. What is the approximate distance that learners walk to school?

b. Does the distance affect enrolment, completion and performance?

12. What are your suggestions on how pupil's performance can be improved in your school?

.....

.....

.....

Section C: Social cultural factors that influence students KCPE performance in Ndeiya division

13 . Does circumcision of boys affect their performance in KCPE?

- a) Yes
- b) No
- c) I do not know

14 a. in your own opinion does FGM take place in Ndeiya division.....

b. If yes, what is generally the academic performance of the initiates?

- a) Excellent
- b) Very good
- c) Good
- d) Bad
- e) Very bad

c. Briefly comment

.....

15 .Do you think the local community highly regard student's education?

.....

Briefly comment

.....

Section D Social Economic factors that influence performance in KCPE in Ndeiya division

16 .In your own opinion does the economic status of the parent influence the school attendance and consequently student performance?

- a) Yes
- b) No
- c) I do not know

17. In your own opinion, what can be done to improve the performance of KCPE in your school

and Ndeiya division in general

.....
.....

Thank you for participating in this research!!!

Appendix III Head teachers questionnaires

Instructions

1. You are not required to write your name on the questionnaire.
2. Indicate your choice by putting a tick (✓) or filling in the empty spaces.
3. Please answer all questions in the questionnaire
4. The information you give will be treated with a lot of confidentiality

Introduction

My name is Lucy Wambui Waringu from University of Nairobi. I am currently doing my research in Med in Educational Foundation. The purpose of the questionnaire is to investigate factors influencing KCPE performance in Ndeiya division Limuru district Kiambu county. Please be as honest as possible as you respond to the questions in the questionnaire.

SECTION A: Background information

1. What is your gender? Male Female
2. Indicate your age.....
3. How long have you been teaching since employment?.....
4. Indicate your professional qualification- Certificate, Diploma, Graduate, Post graduate.
Other specify.....
5. What is the nature of school according to gender? Boys only, Girls only, Mixed

SECTION B School based factors that influence KCPE performance in Ndeiya division

6. When was the school established.....
7. What is the current teacher establishment?
Male Female.....
8. What are their qualifications?

Certificate	
Diploma	
Graduate	
Post graduate	

9. Does your school experience teachers shortages?.....

10. In your own opinion what are the major reasons that lead to low achievements among ;

a. Boys

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

b. Girls

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

11a) What is the approximate distance that learners walk to school.....

b) Does the distance affect enrolment, completion and performance?

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

12)What are the highest attained marks by your pupils for the last six years. Fill the table below

Year	2008	2009	2010	2011	2012	2013
Boys						
Girls						

SECTION C: Social cultural factors that influence performance of KCPE in Ndeiya division.

13a) How do you rate parents interest on students' academic performance?

- a) Excellent
- b) Very good
- c) Good
- d) Bad
- e) Very bad

b) How does this performance affect the students' performance in KCPE in Ndeiya division?

14a) Does initiation rites affect the students' performance in Ndeiya division?.....

b) If yes comment.....

15a) Has early marriages affected your students?.....

b) If yes what are these effects.....

SECTION D Effects of social economic on KCPE performance in Ndeiya division

16a) Apart from school uniforms what other items are parents supposed to buy for their children? Name them.....

c) Are there parents who cannot afford to buy these items for their children?.....

17a) What is the effect of parental level of education on pupils KCPE performance in Ndeiya division?.....

b) Does the education level of the parent affect enrolment and KCPE performance in Ndeiya division?.....

18) In your own opinion, what should be done to improve KCPE performance in Ndeiya division.....

Thank you for participating in this research!!!!!!!!!!

Appendix 4

Time Schedule

The table below shows an approximate time frame for the work done in relation to the research project.

Item	Month	Activity
A	August-September 2014	Writing and Submission of Draft Proposal
B	October 2014	Testing Research Instruments
C	October –November 2014	Data Collection, Analysis and Submission

Appendix 5

Research Budget

The table below presents the approximate expenditure in Kenya Shillings for the entire Research Project

Item	Description	Amount in Ksh
A	Research proposal development	4000
B	Development of the research instruments	5000
C	Travelling and subsistence for the researcher and an assistant	10000
D	Payment and Honoraria	8000
E	Report compilation	8000
F	Miscellaneous expenses	5000
T		