

**FACTORS INFLUENCING ACADEMIC PERFORMANCE IN KENYA  
CERTIFICATE OF PRIMARY EDUCATION IN KIMININI  
SUB COUNTY, TRANS NZOIA COUNTY, KENYA**

**BY**

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**KENYA**

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## DECLARATION

### Declaration by the Candidate

This research thesis is my original work and has not been presented for any degree in any other university. No part of this work may be reproduced without the prior permission from the author and/or Moi University

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## ABSTRACT

Recent research indicates that Kenya is experiencing poor performance in the Kenya Certificate of Primary Education (KCPE) within the context of free primary education adopted in 2003. The consequence of this is that majority of pupils cannot progress to the next level of education creating wastage. The purpose of this study was therefore to establish factors influencing academic performance in KCPE. To achieve the purpose of the study, four objectives were addressed; to assess the influence of learner factors on pupils' academic performance in primary schools, to determine the influence of school factors on learners' academic performance in primary schools, to establish the influence of teacher factors on learners' academic performance in primary schools and to evaluate the influence of parental socio-economic factors on academic performance in primary schools. This study was guided by the Systems Theory developed by Bertalanffy (1968). A descriptive survey design was adopted in the study. The study was conducted in Kiminini Sub-County of Trans Nzoia County involving 33 public and 12 private primary schools. There were 256 respondents comprising of 13 head teachers, 108 teachers and 135 pupils selected using simple random and stratified sampling techniques. The data of the study was collected using questionnaires, interview and document analysis. The questionnaire was tested for reliability by the use of Cronbach alpha coefficient that found 0.81 reliability. The data was analyzed using descriptive and Inferential statistics. The One-way Anova established that learner factors, school factors, teachers' factors and parents' socio-economic status in public primary schools were significant in determining academic performance of pupils in both public and private primary schools. The study concluded that learner factors negatively affected academic performance in public primary schools. It was further concluded that lack of physical resources, poor leadership and administration in public primary schools do affect academic performance compared to private schools. Parental socio-economic status also negatively affected academic performance in both public and private primary schools. The study recommended that pupil characteristics, school factors, teacher related factors and parental socio-economic should be considered in the development of policies to enhance improved academic performance in primary schools. The study further recommends on the home situation of pupils, school facilities and teacher training in academic performance in public primary schools in Kenya. The findings of the study would be useful to the school management, ministry of education, parents and donors in policy making and implementation.

## **DEDICATION**

This thesis is dedicated to my family. To my Children Lynn, Lucky, Larry and Lewis.  
My late Husband Gordon Khisa Mamati. My Mother Joinah Nyongesa. My late Father  
Benedict Murunga

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**LIST OF ABBREVIATION**

<b>CAT-</b>	Continuous Assessment Test
<b>F P E</b>	Free Primary Education
<b>FSE-</b>	Free Secondary Education
<b>KCPE -</b>	Kenya Certificate of Primary Education
<b>KCSE -</b>	Kenya Certificate of Secondary Education
<b>LTR-</b>	Learner Teacher Ratio
<b>PPPS -</b>	Public Private Partnership
<b>SES-</b>	Socio-Economic Status
<b>SRP-</b>	Students Role Performance
<b>TIQET -</b>	Totally Integrate Education and Training
<b>TLR-</b>	Teaching Learning Resources
<b>TSC-</b>	Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY AND BACKGROUND**

#### **1.1 Introduction**

The chapter presents the information on the background to the study, statement problem, purpose of the study, objectives, research questions, justification and significance of the study, limitations, theoretical and conceptual framework; and operational definition of terms. The aim of the chapter was to develop the research context of the topic under study.

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

Education is an activity by which the human beings develop intellectually through learning and progresses to attain certification at various levels. Furthermore, it is a development whereby a person acquires attitudes and abilities that are contemplated to have value and significance to the society. It is an inheritance that a nation can give to her citizens especially the youth. Yusuf & Al-Banawi (2013) opined that education must be a well-thought-out investment in world economy because, as formerly seen within the context of a knowledge-based economy, there are strong and positive relationship between economic activity and education in describing economic development. Asiru (2014) affirmed that education is a means to the development of individuals, society and the nation as a whole. Education is a central instrument for social growth, advancement and relations of all components in the society for economic, social and political well-being of any country (Dagbo, 2014). Furthermore, Olayanju (2014) advanced the idea

that education performs a decisive part in human capacity building and skills attainment in any country.

Education is considered the primary phase for every human activity as it plays a fundamental role in the development of human capital as well as an individual's well-being and opportunities for improved **living (Igberadja, 2016)**. The perception of quality education is defined in part, in article 1 in the world declaration for Educational for all (EFA), adopted in 1990 that states: All children have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes; learning to know, to do, to live together and to be. According to the movement of United Nations Educational Scientific and Cultural Organization (UNESCO), quality education plays a major role in promoting economic growth, enhancing democracy and good governance in the world at large.

“Education quality” has been expressed primarily within academic performance in national examinations set for each level by many countries. Education systems worldwide, set objectives which are then operationalised in the curriculum and teachers' guides and the mastery of the curriculum is shaped by national examinations which is totally academic. Therefore, the best pointer of high quality education is a higher mark scored in the national examinations. In many countries, pupils who sit for a national examination and perform well is concluded that they have had a high-quality education (Samoff, 2007). Therefore, in a nutshell, high quality education is to be understood on the basis of assessment of pupils' academic performance in national examinations in a given country.

Policy and practice in education for about two decades have been a struggle between quality and quantity. As the demand on educational opportunities has continued to grow, the quality education issue started to surface intensely in the 1990s (Usen, 2016). This assertion is reinforced by the UNESCO report of 1994 that disclosed the concerns for quality education which had become a subject in education debate from the early eighties and has continued to be a fundamental issue in the 21<sup>st</sup> century. In many studies on quality and equality issues in education in third world countries being emphasized, there is yet no agreement on the explanation of the term “quality”. Another significant point that has been mentioned correlates to the relative rarity of meaningful data that could provide indicators of quality. In many instances, quality has been interpreted to refer to academic performance among learners in all levels of education. Academic performance is always a key indicator in the success or failure of any educational programmes (Okoye, 2010). It should be noted therefore that, any successful implementation of education curriculum content is assessed through performance of learners in national examination.

Academic performance undertakes main importance in the context of an education system directed at the progressive academic achievement of the pupils and human resources development. The education of a child is monitored on the basis of his/her academic achievement and is the core of the broader term of educational growth (Singh & Choudhary, 2015). Performance standards are vital for all levels of education, but have often been ignored at the primary school level and are represented in certification examinations in any given country. Academic performance standards reflect the agreed upon set marks a pupil is expected to attain in any given subject being examined in a country’s curriculum and accepted by professional educators, parents and often involve

the political process. Professional educators give necessary expertise regarding developmentally applicable performance objectives and effective strategies for attainment of the agreed objectives. Academic standards have led to positive outcomes in the schools' system of countries such as Australia, France, Germany and Japan. In most countries with effective systems of performance standards, consensus building is part of the process of setting standards as is the case with Jordan's education reform program, which originated with a general conference on educational development in 1987, that emphasized on a participatory approach to the setting of national standards specifically on performance output.

According to Ali (2010), academic accomplishment is a measurement of the degree of completion in performing certain tasks in a subject or area of study by pupils after a learning experience. It is the outcome of education that shows how well a pupil or class of pupils is doing academically. Academic achievement is a main item to teachers, pupils, parents and guardians as well as other stakeholders in the education sector. This interest cuts across all school subjects and all levels in the education system, including primary, secondary and tertiary. A high academic performance for any pupil is an indication of teaching/learning effectiveness, while poor academic performance, on the other hand, is an indication that the teaching/learning process is ineffective.

Globally, academic performance has been studied and findings differ. For example, in the United States, a discrepancy in academic performance continues between races and social classes of pupils (National Assessment of Educational Progress, 2009) & Aturupane (2011) found out a study in Sri Lanka of both public and private schools that pupils showed weak academic performance. In Sub Saharan Africa, most pupils experience poor



academic achievement as shown in Namibia (Akpo & Jita ,2016). Furthermore, the discrepancy in academic performance of pupils in Nigeria is a matter of interest to researchers, educators, government and parents (Igberadja, 2016). It is imperative therefore, for specifically to identify the contributory factors and in particular the effects of various variables have on pupils' academic performance to be examined empirically.

Edole (2010) & Levine and Lezotle (2012), have established that successful schools have distinctive qualities and means, which help all pupils to learn at high levels. Gakuru (2012) & Okoye (2010), noted that most studies have been undertaken to ascertain what explain improved academic performance. However, the high number of pupils who score low marks has resulted into modest number of pupils continuing to secondary school education (Lewin, et al, 2009). Despite the efforts made by the government of Tanzania, and community in expanding primary schools which extended to local level, lowering education expenses to improve the education systems, the academic performance is still poor. The ratio of academic performance in primary school education did not yield the anticipated objectives by 2009 (URT, 2013).

Kenya like any other country treasures education because of its intrinsic and extrinsic benefits (Kosgei et al, 2015). Education is an important occurrence in the society as it helps the individual learners to overcome their limits and rise above in order to have their goals accomplished (Harbson and Hanushek 2012). The government of Kenya has a responsibility to ensure that its citizens get education to support them to contribute entirely in the development of the country. Education is significant in Kenya since the type of a job one secures normally and earnings depends on his/her level of education. Issues of access to quality education in Kenya have been raised in the Sessional Paper

No.1 of 2005 which underscores the government's commitment to achieving the "Education for All" goals by 2015 and the objectives of Millennium Development Goals (MDGs) by 2030 (Ministry of Education; 2005).

Examination and certification are central to education and training process in Kenya for they are a means of assessing the level of academic performance for purposes of further education, training and/or employment. The Kenyan education system is examination oriented due to the fact that any success is measured by the quality of results in national examinations in schools. Atieno, et. al (2012) observed that the pursuit for the provision of quality education continue to be an issue of foremost attention to both consumers and providers of the education service in Kenya and other developing countries at large. The quality of results in any examination is equated to the academic performance of a pupil or student attains upon doing an examination and there is high competition among Kenyan schools each trying to produce good results every year. There is much emphasis on good academic performance in examinations and acquisition of good academic certificates that would enable school leavers to advance further education or employment (Lewin, et al. 2009). There has been increasing demands from parents, taxpayers and stakeholders in schools' performance in national examinations as they evaluate schools in terms of pupils' performance in national examinations.

Since 1985, Kenya adopted the 8-4-4 system of education where learners undergo 8 years of primary school education, 4 years of secondary education and 4 years of university education (Gakuru 2010). At the end of level especially the primary and secondary, national examinations are conducted by the Kenya National Examinations Council (KNEC). Good performance at each level is necessary for selection to higher learning in

institutions of learning and consequently job selection and placement (Lewin, et.al, 2009). The demand for quality education in Kenya is therefore crucial and has led to stiff competition among primary schools both public and private (Juma 2011). Poor academic performance in the national examinations undermines pupil's chances of joining secondary school for higher learning and minimizing opportunities for job placements, consequently limiting their participation in national development (GOK, 2014). In a nutshell, therefore, academic performance is crucial for every consumer in Kenya that requires an in-depth study when it is not productive in relation to quality grades or makes a learner attain after covering prescribed curriculum.

Academic performance is a key concern for educational stakeholders because failure in the national examinations spells doom for the learners whose life becomes uncertain and full of despair (Gakuru 2010). Academic performance plays a pivotal role in determining whether a learner will progress to the next level of education or not and therefore, a learner's life is more or less determined by academic performance in the national examinations. It is for this reason that primary school teachers in Kenya are coerced to improve the grades or marks attained by pupils in the Kenya Certificate of Primary Education (KCPE). It is potent to note that education is the best legacy a nation can give to her citizens especially its youth because the development of any nation or community hangs largely on the quality of education of such a nation.

In Kenya, public primary schools are not sufficient and on their own cannot meet the demand for primary school education. Private primary schools can help bridge the gap between the supply and demand for schooling as the number of private schools and enrolment have risen rapidly (Okoye 2010). Private primary schools just like public

primary schools cater for pupils of a wide range of income classes in both urban and rural areas. With respect to academic performance, private primary schools range from low to high, depending in part on the school's resources and on the ability of their parents to pay their children's fees. Further, according to a comparative study on public and private primary school education in developing countries, tentatively, private schools are free of the bureaucratic constraints that handicap the public primary schools and are able to manage many decisions at the school level (Eaghen 2011).

Kiminini Sub County has a number of public and private primary schools and they both present varied academic performances. In the County, there are private primary schools that consistently perform well in KCPE, while some public primary schools persistently perform poorly. While studies have looked at these differentials, a comparative study of both private and public primary schools to study the particular factors influencing academic achievement has not been significantly done in developing countries and particularly in Kiminini Sub County that is posting such results. The study sought therefore to establish the factors for such differential KCPE performance and study factors influencing academic achievements in private and public primary schools in Kiminini Sub County in Kenya. It is this context that provided the primary motivation for this study.

### **1.3 Statement of the Problem**

The Kenyan government and the citizens have attached a lot of importance to passing national examinations (Karori, et al, 2013). The country realized a drop-in Kenya Certificate of Primary Education (KCPE) performance in the 2016 examinations compared to 2015 (Wanzala, 2016). In the KCPE, pupils are awarded based on 500

marks for five examinations done. The candidates' performance indicated that 21.989% scored between 301-400 marks; 53.24% scored between 201-300 while 23.506% scored 101-200 and 0.716% scored below 100 marks. This indicates that performance in KCPE is wanting in the country and unless this trend is studied, there will be a downward drop in academic performance in the primary school examinations.

Previous studies have focused on general academic achievement (Gakuru 2010), influence of instructional materials in both low and middle-income countries on pupil academic achievement (Fuller & Clarke, 2014). So far, no studies have been done on the academic performance in both public and private primary schools in Kenya. The poor performance in national examinations has persisted for a long time and most stakeholders in the district including parents, teachers and education officers are looking for answers to explain the state of affairs. However, there are significant discrepancies between private and public primary schools in terms of academic performance in Kenya. So far studies done by (Aturupane 2011) have been done outside Kenya.

The academic performance of Kiminini Sub County has been wanting for a longer time for the mean grade scores are 5.68 and 6.96 in 2007 and 5.51 and 7.35 in 2010 for public and private schools respectively indicating discrepancies in the Kenya Certificate of Primary Education (KCPE). There has been consistent drop in public primary schools against the improvement in private primary schools since 2007. The discrepancies inherent required a study so as to explain the contributory factors in pupil academic performance in primary school education in Kenya. This study therefore, sought to establish factors influencing the academic performance in both public and private schools in KCPE in Kiminini Sub County.

#### **1.4 Purpose of the Study**

The purpose of this study was to establish factors that influence academic performance in Kenya Certificate of Primary Education in schools in Kiminini Sub County.

#### **1.5 Research Objectives**

To achieve the purpose of the study, four objectives were formulated:

- i. To assess the influence of learner factors on learners' academic performance in primary schools
- ii. To determine the influence of school factors on learners' academic performance in primary schools
- iii. To establish the influence of teacher factors on learners' academic performance in primary schools
- iv. To evaluate the influence of parental socio-economic factors on academic performance in primary schools

#### **1.6 Research Questions**

- i. How do learner factors influence learners' academic performance in primary schools?
- ii. What is the influence of school factors on learners' academic performance in primary schools?
- iii. What is the influence of teacher factors on learners' academic performance in primary schools?
- iv. How does parents' socio-economic factors influence academic performance in primary schools?

### **1.7 Significance of the Study**

The study would be of benefit to head teachers, teachers, education officers, parents and learners in general in a number of ways. The Ministry of Education officials would gain understanding on typical conditions that characterize schools and this would greatly help them to step up the areas of focus during induction. For head teachers, the study would remind them of important aspects they need to consider when evaluating teachers' contributions in their respective schools.

### **1.8 Scope of the Study**

The study focused on five years' performances from 2012 to 2016 in Kiminini Sub County. This included 33 public and 12 private primary schools in Kiminini Sub County. The public schools had 240 teachers and those in private are 120. The respondents in the study included head teachers and teachers in both public and private primary schools and schools that had done KCPE since 2007 were sampled. The study was undertaken between September 2013 and March 2014. It involved Public and Private primary schools. Respondents included head teachers, teachers and pupils.

### **1.9 Limitation of the Study**

The study was limited in terms of covering all the variables related to the topic. The literature review was used to identify some of the variables and included them in the data collection instrument. This was aimed at ensuring the validity and reliability of the study.

In this study, the researcher encountered several challenges that threatened to adversely affect the quality of the findings. On several occasions, some respondents were unwilling to provide relevant information pertinent to the study. The expansive nature of Kiminini

sub County also stifled the completion of the work within the required time. Finally, the researcher lacked the support of some respondents who did not return back the research questionnaires. To overcome these limitations, the researcher used a research assistant to collect data of the study.

### **1.10 Theoretical Framework**

This study drew upon Bertalanffy (1968) System Theory. According to this theory, a system can be said to consist of four things. The first is objects – the parts, elements, or variables within the system. These may be physical or abstract or both, depending on the nature of the system. Second, a system consists of attributes, that is the qualities or properties of the system and its objects. Third, a system has internal relationships among its objects. Fourth, systems exist in an environment. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts (Infante, Rancer & Womack, 1997). The fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, processing, and output. Several system characteristics are: wholeness and interdependence, correlations, perceiving causes, chain of influence, hierarchy, supra-systems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, inputs/outputs, the need for balance, change and adaptability and equifinality.

This study was guided by the System Theory because schools are systems where the teaching/learning process is observed as a throughput (process) used to transform inputs pupils and resources into outputs (graduates with different skills and attitudes). In schools, we also observe an interrelation between teachers, resources and pupils which



constitute a sine qua non condition for the effectiveness of the teaching/learning process. Realistically, any school has objectives to achieve and achieving them requires it to treat all the elements involved in the process that include inputs like pupils, teachers and other teaching and learning resources; through input like teaching methods and outputs like graduates with different skills and attitudes as interdependent (Forte 2007).

Systems theory postulates that adding levels such as the teachers, parents and the head teacher and the school environment to a pupil's system increases the variety of the system. Variety, or additional resources, could include parent education, more academic materials sent to the pupil's home, and increased communication between the school and the parent about the pupil can influence the academic performance. More variety in a system allows for increased adaptability within the system in response to change. This all implies that by adding more levels to a pupil's system more resources are available to the pupil (White, et; al, 2014). By examining the pupil as the center of the system, and then add on their primary systems (family and school), this will increase the pupil's teaching and learning resources.

According to Systems Theory, the best way to understand a pupils' academic performance is to look at him/her as a whole, while understanding that there is a reciprocal relationship between the pupil and his/her learning environment (Hipp, 2012). When the pupil is interconnected with his/her environment, and to fully understand the pupil and why he/she interacts with their environment the way they do, one must look to the pupil in addition to their major interconnected systems. In terms of addressing the pupil's academics performance in the school, one must consider what it is about the

pupil, as the system's center, that may be contributing to any problems in their environment (White, et. al, 2014).

Learning occurrence in schools can be regarded as a connected association that happen within a pupil. Hence, pupils, teachers and the family as components influences to a larger system in which it is entrenched. Likewise, there are propositions to consider within how each influence the whole as everything that each part does affects the larger system (Forte, 2007).

A system is a set of interrelated parts that function as a whole to achieve a common purpose. A system functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment. pupils are admitted into primary schools from the society and transformed as output back to the society. The basic systems theory of organizations consists of five components according to Draft (2008) as cited by Abari & Odunayo (2012) to include: inputs, a transformation process, outputs, feedback, and the environment. Inputs are the materials, human, financial, or information resources used to produce goods and services while the transformation process is the management's use of inventions to convert the inputs into outputs. According to Draft, outputs include the organization's products and services. In a nutshell, the systems theory was applicable to the study for in primary school system, the output element is the pupils' academic performance in public examinations which is influenced by the inputs.

In primary education system, the material inputs include infrastructural facilities provided by the school for teaching and learning process. Human inputs are the various mix of teaching and non-teaching staff. Secondly, the transformation process is management's

use of production technology to change the inputs into outputs and thirdly, outputs include the school's products and services. In primary school system, the output elements include pupils' academic performance in public examinations. Fourthly, Feedback is knowledge of the results that influence the selection of inputs during the next cycle of the process. This entails standards for primary school enrolment and, lastly the environment surrounding the organization includes the social, political, and economic forces.

### 1.11 Conceptual Framework

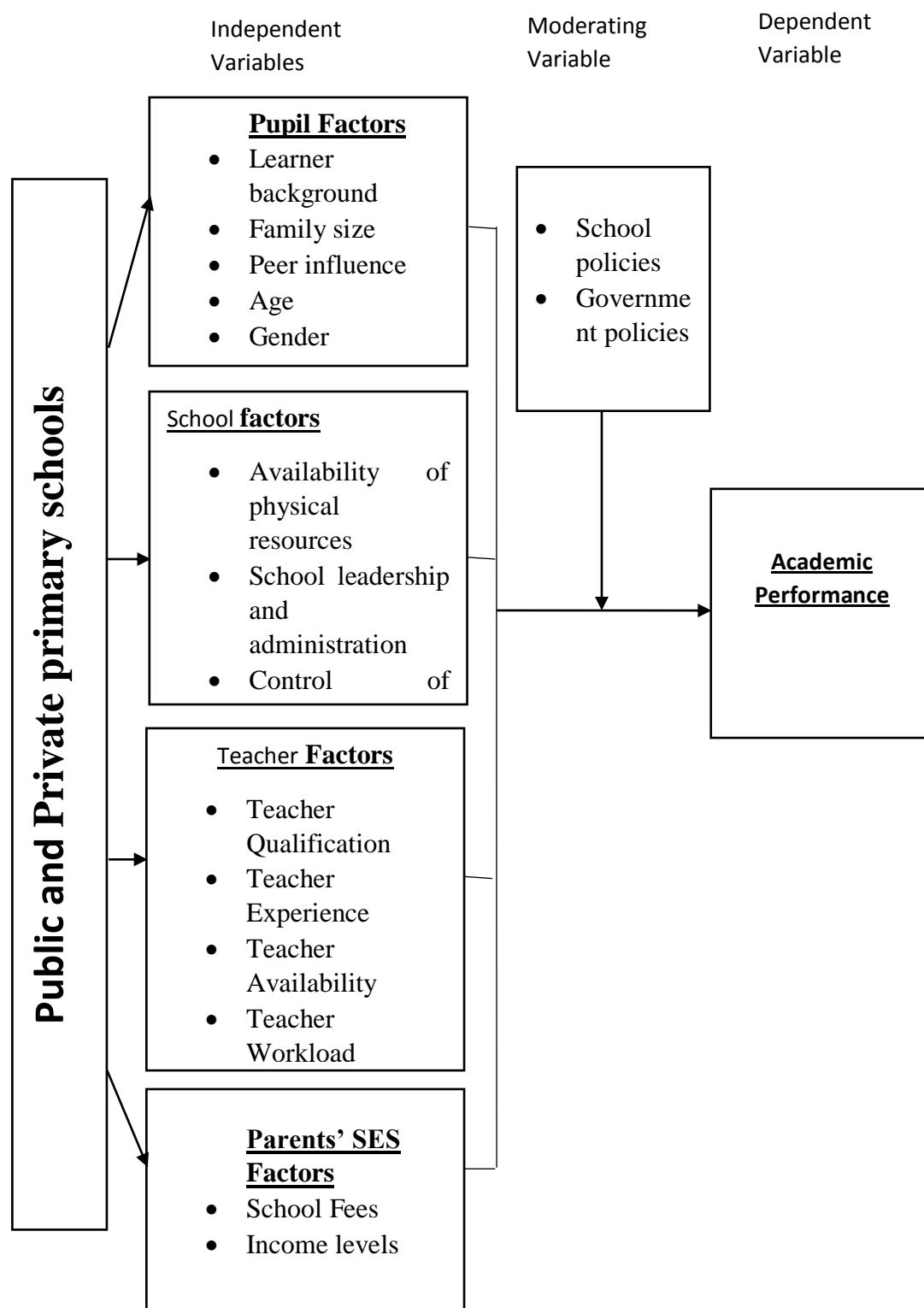


Figure 1.1: Conceptual Framework

Source: Researcher, 2016

It is generally accepted that there are many factors which influence the pupils' academic performance in KCPE. This research focused on four groups of factors; learners' factors, school factors, teacher factors, and parental socio-economic factors and compared both private and public primary schools in Kiminini Sub County.

The section on learner factors described the characteristics and Socio-Economic Status of the family, family size and how they can influence pupils' performance in KCPE. The section on school factors described the resources available in the school, and sought to determine the extent to which it can influence the school performance. Study on the impact of teachers' factors and their qualification looked into the professional qualification and experience of teachers and teacher workload. The pupils' KCPE performance was also being considered as a factor that can influence the pupil's performance in national examination for primary schools.

### **1.12 Definition of Operational Term**

**Academic performance:** the learners' output measured through the Kenya Certificate of Primary Education done at standard eight every year and measured in terms of marks scored out of five hundred and schools graded according to the mean score

**KCPE schools:** Public and Private primary schools that have enrolment up to standard 8 within the 8:4:4 system of education in Kenya

**Learner factors:** Learner related characteristics affecting academic performance

**Private schools:** learning institutions which are owned by individual(s) and employ their own teaching staff without the assistance of the government

**Public schools:** these are government owned/run learning institutions whose teaching staff are recruited and paid by the government

**Quality education:** pupil's academic performance in national examinations with marks above average and most transiting to secondary school

**Socio-Economic factors:** refers to all conditions that have a bearing on the pupil's academic performance emanating from the family background

**School factors:** factors or issues and activities within the school that may influence pupil academic performance

**Teachers factors:** this referred to qualification, age, workload and transfers

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The chapter highlights a review of literature focused on the concept of performance measure, management of education in schools and academic performance. Further specific literature is reviewed based on the objectives of the study to include; learner factors, school factors, teacher factors, school factors and parents' socio-economic status. This was aimed at establishing if there is a relationship between KCPE performance among learners in both public and private schools with these factors. An empirical review of related literature is done to focus on the existing gap for the research problem. A summary of the literature review is considered also in this chapter.

#### 2.2 The Concept of Performance Measure

The use of terms like school failure or academic performance continues to be problematic since both concepts are considered controversial (Osman, 2011). Different approaches have been adopted to address the issue, as an assessment of school failure even its very name has strong negative connotations and there are broad based problems in trying to draw a line between success and failure. There are many factors that can influence the performance of a pupil, including sickness or trauma just before or during the examination. However, the discussions below are restricted to investigating how school factors provided by the school; teacher characteristics that is availability and quality; and learners background can influence pupils' KCPE performance. There are different circumstances that are most commonly linked to academic performance of schools. In the

United States of America, the factors that have been reviewed include: Students Role Performance (SRP). This is how well an individual fulfils the role of a student in an educational setting. Sex, race, school effort, extra-curricular activities, deviance and disabilities are all important influences on SRP and have been shown to have an effect on test scores (Kevin 2013). Bakare (2014) describes poor performance as any performance that falls below a desired standard as private schools tend to have both better funding and smaller class sizes than public school. These smaller class sizes in private schools create more intimate settings and therefore can increase pupil-teacher bonding which has also been shown to have a positive effect on student success. This study therefore, investigated factors influencing the academic performance in private and public schools in KCPE in Kiminini Sub County.

Maiyo (2009) noted that examinations are generally accepted as valid measures of achievement. The head teacher has to lead in the preparations of pupils for examination through professionally accepted formats of teaching requirements by teachers under supervision of the head of the institution. The responsibility of checking professional document like teachers' schemes of work and lesson plans lies in the hands of the head teacher (Oweoye and Yara 2011). This may be done in person or he may delegate to the deputy head teacher or the senior teacher. Preparation and use of schemes of work by the teachers, enhances sequential teaching and results to improved academic achievement. This should be done frequently to allow the head teachers to monitor curriculum implementation (Nyangaka and Odongo 2013). Limited monitoring is a factor which could contribute to poor performance in national examinations.



Education is a very important human activity. It helps any society fashion and model individuals to function well in their environment. According to Boit, et. al. (2012), the purpose of education is to equip the citizenry to reshape their society and eliminate inequality. In particular, education is an important sector in national and individual development for it plays a vital role in creating a country's human resource base. Education is an ultimate human right as well as a stimulus for economic advancement and human progress (Nakajjo & Isoke 2008; Okumu, 2008). Education is valued because it contributes to the national development through the establishment of an appropriate human resource that helps to stimulate productivity and eliminate hunger, poverty, disease and ignorance (Republic of Kenya, 2005). Education is regarded as an invaluable resource for economic development that contributes to improvement in the quality of life and the development of a nation. Furthermore, education liberates human beings from socio-political forces which weigh upon him and mold a new personality at a universal level. The Kenya Government appreciates the role played by primary school education in this endeavor (Abayi & Odipo, 2007).

### **2.3 Management of Education in Schools and Academic Performance**

Management is a process that involves planning, organizing and staffing, controlling and problem solving (Seashore & Leithwood, 2010). Effective head teachers usually concentrate on planning, coordinating and facilitating the teaching work without neglecting interpersonal relation with the staff, pupils and the subordinates. More effective head teachers are likely to set high performance goals for their schools and act as linking pins with other groups and with higher management. The roles and responsibilities of school head teachers are vital to the function of individual schools

(Ling 2013). There is therefore need to have policies that actually result in school environment in terms of performance. Kilanga (2013) noted that the school head teachers need to be well prepared in leading organizational changes which address the academic performance gaps of pupils. The development of the education sector has been a long-standing objective of the government of Kenya since independence in 1963 to date (Lewin, et al; 2009).

Effective communication is a necessary tool if a school has to achieve its educational objectives. Seashore & Leithood (2010) pointed that head teachers should be interested in what goes on in classroom because that is where the customers are served to determine the quality factor of service provided. This is ensured through effective communication in the school, which eventually impacts on the school academic achievement in national examinations, thus, effective head teachers are instrumental in schools 'success in national examinations. School environment factors such as: School size, neighborhood, and relationship between teacher and student also influence test score (Crosnoe, et al, 2004). One's family background has also been found to have an influence on pupil's academic performance. Research has found that socioeconomic status, parental involvement and family size are particularly important family factors (Banks, 2013). Peer influences can also affect students' performance. Peer pressure and peer conformity can lead to an individual participating in risk taking behaviors which have been found to have negative, indirect effect on the test scores (Santor, et al, 2011).

Head teachers work under the government, and are answerable to the school management and the Ministry of Education. They are in the first level of management as supervisors (Yambo 2012). Their leadership styles influence facilitation, acquisition of learning

materials and co-ordination of personnel on pupils' academic performance (Ojera & Yambo, 2014). The instructional leadership dimensions of the head teacher are highly correlated to instructional practice. The effective head teacher as an instructional leader, must perform at high level in four areas: as a resource provider, as an instructional resource provider, as a communicator, and as a visible presence (Yambo, 2012). In the role as resource provider, the head teacher takes action to marshal personnel and resources within the school and in the community to help him achieve school vision and mission. These resources may be seen as materials, information or opportunities with the principal acting as the broker. In the role as instructional resource provider, the head teacher sets expectations for continual improvement of instructional programmes and actively engages in staff development. Through this involvement, the head teacher participates in the improvement of classroom circumstances that enhance active teaching consequently contributing to improved academic performance in their respective schools (Yambo, 2012).

Leadership of head teachers pursues effective performance in schools because it does not only inspect tasks to be accomplished and who implements them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and building of morale, coercion and remuneration (Balunywa, 2011). Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively if the students are not directed in their use of the materials or if the teachers who guide in the usage are not properly trained to implement them effectively. Effective leadership is usually firm and purposeful. Most

case studies have shown the head teacher to be the key agent bringing about change in many of the factors affecting school effectiveness (Gay, 2010). Outstanding leaders tend to be proactive enhanced by “Vigorous Selection and Replacement of Teachers” and the sharing of leadership responsibilities with other members of senior management team and the involvement of teachers in decision making (Levine & Lezotle, 2010).

Leadership attracts a lot of interest because of its capacity to influence individuals and change consultation among members of an organization or institution. Studies on leader-follower relationship have shown impact on performance, organizational commitment, work quality, job satisfaction among others (Ali 2010). Headship in a school is about being a leader of educators, learners and the school community at large. The core function of the head-teacher is to provide leadership for a school. More specifically the head-teacher; manage the school as an organization, shaping the directions and development of the school, empowering the team and school community, ensuring quality and accountability, and provide instructional leadership where a culture of teaching and learning is valued.

Leadership is the ability to develop a vision that motivates others to move with a passion. Leadership is seen as the process of encouraging and helping others to work enthusiastically towards objectives. The human factor builds a group together and motivates it towards goals by transforming the group’s potential into realities (Nyagaka & Odongo, 2013). Good performance in school is relatively equivalent to good administration which emphasizes the administrative role of the head teacher that involves directing, controlling and management of all matters pertaining to education enhancement in the school.

Seashore & Leithood (2010) observed that, if a school is vibrant, innovative and child centered has a reputation for excellence in teaching, the pupils are performing well, one can almost always point to the head teachers' management practices as key to success. While poor performance is applicable to most parts of the country, other areas have a record of recurrent failures in national examinations. This is especially so in Kiminini Sub County where pupils have continued to perform poorly in KCPE over the years.

#### **2.4 Learner Factors and Academic Performance**

Richardson (2008) reveals that pupils in urban areas performed better than those in rural areas. However, in Kenya, some schools in the rural areas have performed better than their urban counterparts (Oweoye & Yara, 2011). The home environment has an exceedingly great role to play on the academic performance of every child. Home environment may enhance positive self-esteem which may improve academic performance (Smith, et al, 1997) as it must be encouraging and supportive towards academics. Mworira (1993) comments that for a child to make the most of his/her educational needs at home, the child should have easy access to instruments like books, newspapers, space. Light and silence that is convenient for studying. Social class is common to all societies ancient or modern.

It is at this level of education that individual pupils shape up their future life. Learners should be assisted to meaningfully shape up their lives by all stakeholders playing their roles to ensure that a conducive environment is availed for every pupil (Potter, 2010). The government should provide the necessary facilities for the implementation of primary education program in public schools. Similarly, the private school proprietors and managers should ensure that there are sufficient facilities for implementation of the

syllabus. Parents and the general school community should supplement the government's effort and ensure proper implementation of the secondary curriculum. Secondary Education according to TIQET, Report of Commission of Inquiry into Education System of Kenya (2009), is the level of basic education at which learners are expected to take the first recognized national examination that will usher them into higher education, various fields of training in their chosen career fields or direct entry into the world of work (Lewin, et al, 2009).

In a document reviewed in 2014 by Policy Studies Associates (2014) indicated that learner's achievement is more heavily influenced by teacher quality than by learners' race, class, prior academic record or school a pupil attend. This effect is particularly strong among pupils from low-income families and African-American pupils as race, family status or ethnic background may influence pupils' academic performance in most schools that have either majority or minority composition. On the other hand, Owoeye (2011), showed that there is a significant difference between the academic achievement of pupils in rural and urban schools as measured by school certificate examinations. To him, the geographical location of schools has a significant influence on the academic achievement of pupils. Schools located in rural areas lack qualified teachers. It is because, they do not want going to rural areas that lack social amenities. They prefer to stay in urban schools. It is also observed that a lot of coaching of urban pupils is done to prepare them for public examinations, thus promoting the spirit of competition and rivalry that may be lacking in the rural pupils, probably, owing to limitations in exposure and experience.

Aturupane (2011) investigated the determinants of learning among fourth grade students of both public and private schools in Sri Lanka using survey method. Whereas Sri Lanka has already attained universal primary completion unlike Kenya, many Sri Lanka pupils display weak academic performance, as it is unclear what education policies would improve their performance. The data used included data on schools, child characteristics (including health and nutrition status), and parental support for education. The researcher used the data to study the impact of school quality, child health and other factors on students learning in Sri Lanka and found them to have a positive influence on academic performance.

Arul (2012) found out that, there is no significant difference in the school environment pupils in term of gender and medium of instruction and school performance. However, the study findings of Hanan, et. al (2015) indicated that age and gender were predictors of pupil academic achievement in schools. This shows that age and gender of the pupil be consider while undertaking assessment on academic performance of pupils in any examination in a given country. Moreover, a significant difference was found between male and female pupils on self-esteem and academic performance scores, which indicate that female pupils have high scores on academic performance as compared to male pupils and male pupils have high scores on self-esteem as compared to female pupils (Mohammed, et.al, 2015).

Children in intact families who experience divorce perform worse after their biological family breaks down (Tamas, 2015). Pupils are sensitive to the harmful consequences of divorce and teachers may take the changed circumstances into consideration, or provide extra help for pupils whose parents have divorced, whereas centralized tests offer much

less scope for a teacher to express sympathy. Pupils who experience family instability in the course of their studies may not perform well in their studies and eventually their grade level examinations.

Santor, et.al; (2011) in a national survey done in Sweden considered the aspect of determinants of academic performance among students. Their results found out that peer influences can also affect students' performance. Peer pressure and peer conformity can lead to an individual participating in risk taking behaviors which have been found to have negative, indirect effect on the test scores. Further, the Educational Longitudinal Study, a national probability database with over 15,000 tenth grade in the United States was used to add information on the above issue.

## **2.5 School Factors and Learners' Academic Performance**

The school is a social and learning agent that provides the environment upon which a child may be formally be educated in order to attain educational goals. Human beings, have unlimited capacity to learn, but may however be limited by the behavior patterns and facilities that the immediate environment offers (Nsa, et.al, 2014). A stimulating school environment enables the teachers to teach a variety of activities with broad-base ideas about what the pupils are likely to learn. This makes it possible for both the teachers and the pupils to work together and effectively towards attainment of educational goals.

School environmental variables that affect teaching and learning include the following: Science and Computer laboratories, library facilities, adequate classroom facilities, workshop facilities, farm buildings and structures, farm lands and play grounds. Teachers



and other personnel manage the maintenance of the physical facilities in the school as the availability of those resources and facilities in a given school environment influence the teaching, learning and the performance of the pupils (Nsa, et.al; 2012).

However, URT (2011) shows that quality standards of education are noticeably declining in primary schools as a consequence of a rapid increase in the school-going population and enrolment expansion which has not been matched by a requisite supply of quality-related inputs such as educational materials, sufficient classrooms, investments in school infrastructure and safety, water, sanitation and hygiene (Earthman & Lemasters, 2013). Generally, schools tend to be neither healthy nor safe environments, particularly for adolescent girls. Lack of sufficient facilities, especially desks, classrooms, latrines, dormitories, and housing for teachers, has undermined the quality of the teaching environment (Eaghen, 2011). Furthermore, low wages and poor working conditions for teachers affect their ability and motivation to deliver quality education facilities constitute a strategic factor in organizational functioning. This is so because they determined to a large extent the smooth functioning of any social organization or system including schools. He further stated that their availability, adequacy and relevance influence efficiency and high productivity (Usen, 2016).

Various studies done on effect of school based factors on academic performance attest to the fact that school environment that is not conducive for learning may lead to academic under performance (Chimombe, 2011). Likoko, et.al; (2013) noted that there is a relationship between TLR and academic performance. The adequacy of instructional materials and physical facilities had an influence on the quality of teacher preparation for purposes of teaching and learning. The teacher preparedness is a necessity in the process

of imparting knowledge and skills among pupils who shall in the course of study be examined and graded through a national examination according to the country's evaluation system. This is affirmed by Orodho, et.al; (2013) who opined that the challenges of availability and adequacy of learning resources have an effect on teacher effectiveness. Teacher effectiveness can be experienced by the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results.

The importance of school factors such as location and physical buildings to a successful academic achievement cannot be overemphasized. Where a school is located determines, to a very large extent the patronage such a school will enjoy and conversely, the unattractive physical structures of the school could demotivate learners academically and regards the situation as learner's environment mismatch (Igberadja, 2016). According to him, this promotes poor academic performance among pupils in most schools globally. Good learning environment has been attributed to smaller class sizes which can lead to better academic performance and more access to resources. Clean air, good light, small, quiet, comfortable and safe are among the indicators of good learning environment which are important for academic achievement among pupils (Earthman & Lemasters, 2013, Schneider, 2012).

The availability of learning-teaching resources is based on the view that learning should be active, varied, socially engaged and self-regulatory (Fuller & Clarke, 2014). There is a positive relationship between textbooks and academic achievement than with any other teaching/learning resource input identified as instructional materials. The availability of teaching tools at all levels in low and middle-income countries is limited, particularly at

primary level as in some countries, text books are supplemented by government, libraries, audio cassettes, films, radios, television and computers (Lockheed, et. al; 2011). The instructional materials in both low and middle-income countries have been shown that to have a positive impact on pupil academic achievement (Fuller & Clarke, 2014). Furthermore, the availability of new technologies such as computers are also seen to improve pupil academic performance and attitudes at all levels of learning (Thomas, et. al; 2008).

Institutional Leadership will have essential impact in an environment where basic and minimum facilities are provided. It is recommended that a combination of both transformational and transactional leadership attributes should be used in order to bring out the best positive influence on teachers' commitment (Chirchir, et.al; 2014). Primary and Secondary levels generally prepare learners for tertiary education commonly offered by universities or colleges. Like any other institution, the success of a school depends on good leadership. It is therefore important that schools are properly led in order to define the quality of the next generation (Ali 2010). As stated earlier, the responsibilities of head-teachers are to manage the school and provide leadership. They must therefore be persons with skills, dedication and good character to mold students. They must also be able to face the challenges of management and leadership. Leaders in educational institutions face the same challenges as leaders in other organizations (Chirchir, et al, 2014).

Nearly each single study of school effectiveness has revealed that both primary and secondary school leadership are key factors. Gay (2010) has argued that, "the importance of the head teacher's leadership is one of the clearest of the messages from school

effectiveness research”. It is an established fact that there is no evidence of effective schools with weak leadership that has emerged in review of effectiveness investigation. Leadership is not simply about the quality of individual leaders, but it is also about the role leaders play, style of management, their association to the vision, values and goals of the school and their attitude to change. Leadership at work in educational institutions is thus a dynamic process whereby an individual is not only responsible for the groups’ tasks, but also actively seeks the group effort and commitment of all the group members in achieving group goals in a particular context (Cole, 2011). Schools therefore need dynamic leadership to propel them to achieving effectiveness in terms of pupils’ academic performance in both school and national examinations.

A school should adequately utilize the available facilities to advance learning opportunities offered to pupils. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable teaching learning process to take place and should ensure that all facilities are efficiently and effectively utilized so as to achieve educational goals and improve learning outcomes. World Bank (2013) indicates that, resource availability in schools is inadequate in terms of pupil text book distribution, infrastructure availability and pupil teacher ratio. Different styles of leadership can be associated with effective schools, and a very wide range of aspects of the role of leaders in schools have been highlighted.

As Bossert, et. al; (2010) concluded that “... no simple style of management seems appropriate for all schools ... head teachers must find the style and structures most suited to their own local situation”. Three characteristics have frequently been found to be associated with successful leadership; these are: Strength of purpose; involving other

staff in decision making and Professional Authority in the process of teaching and learning. In practice, this requires the provision of a variety of forms of support to teachers, including encouragement and practical assistance (Murphy, 2014). It also involves the head projecting a prominent profile through actions such as frequent movement through the school, visits to the classroom and informal conversation with staff. It also requires assessing the ways teachers function, described by Scheerens & Bosker (2007) as “one of the pillars of educational leadership”. The impact head teachers have on pupil academic performance levels and progress is likely to operate indirectly rather than directly by changing school and staff culture, attitudes and behavior which, in-turn affect classroom practices and the quality of teaching and learning.

Crosnoe, et.al; (2004) in their descriptive study done in the USA with a sample of 45 head teachers and 67 teachers found out that school environment factors such as: School size, neighborhood, and relationship between teacher and student also influence test score. Banks (2013) on his part, handling 123 teachers through a survey found out that one’s family background has also been found to have an influence on students’ academic performance. His research found that socioeconomic status, parental involvement and family size are particularly important family factors.

Further, according to a comparative study on Public and Private Primary Education in developing countries of Guinea, Mali and Ghana done by Eaghen (2011), through a descriptive survey sampling over 1000 teachers found that theoretically, private schools are free of the bureaucratic constraints that encumber public schools and are able to control many more decisions at the school level.

Schneider (2012) in a study done in Norway and through regressed results of over 180 teachers, seeking to understand school factors and how they influence academic performance found that good school facility supports educational enterprise. His research showed that clean air, good light, small, quiet, comfortable and safe learning environment are important for academic achievement. He also found that the distribution of resources such as books and equipment accounted for scholastic differences among schools.

A World Bank (1987) report on school and classroom effects on student learning in Thailand, reported that students in larger schools learn more than students in smaller schools. However, pupils in schools with higher pupil-teacher ratio learn less than pupils in schools with lower pupil-teacher ratio. It concludes that larger schools may be more effective due to economies of scale-lower pupil-teacher ratio, less crowding and conversely a greater teacher-pupil contact.

Heynemann & Lopxlely (2003) in their study established that, presence of school library related significantly to achievement in Brazil, China, Botswana and Uganda. This found out that the numbers of text 14 books on loan from the library were significantly related to learning achievement in the USA. It concurs with Osman (2011) regarding the effect the teacher quality has on the educational achievement of children. In a study on factors that influence performance in KCPE it was established that the quality of teachers contributed to the nurturing of learners' performance. He also cites efficient use of teaching methods and good administrative set up as a reflection of teacher quality and as important factors in examination performance of learners.

## **2.6 Teacher Factors and Learners' Academic Performance**

The availability of qualified teachers determines the performance of pupils in schools (Akinsolu 2010). There is emphasizes that teachers involved in in-service training were more effective in classrooms as compared to teachers who had not undergone training. Further, Huang & Moon (2009) documents that, teacher qualification accounted for approximately 40 to 60 percent of the variance in average of pupils' academic achievement in an assessment. They suggested that the availability of enough qualified teachers must have been a determinant for pupils' academic performance. However, in a study by Musau & Migosi (2015) found out that, there was no significant difference in means between teacher qualification and pupils' academic performance.

Teacher effectiveness is higher after a transfer to a different school and teacher-school matching can explain a non-negligible part of teacher quality as teachers whose pupils give a demonstration of higher achievement growth are less likely to transfer to another school (Ling, 2013). These results suggest that one reason teachers may want to move is that they are a poor fit for their current schools. Thus, a better school job matching may potentially increase productivity and pupil achievement in their former and new school. Teachers' weekly teaching workload, administration of pupils' classroom assignments, evaluation of pupils' Continuous Assessment Test (CATs) results, provision of individualized attention to weak pupils', time of completion of primary school syllabus and setting performance targets for KCPE significantly affected pupils' academic achievement in many schools in Kenya (Kimani, et.al; 2013). Odhiambo (2010) asserts that there is a growing demand from the Kenyan government and the public for teacher accountability in pupils' academic performance. Schools are commonly assessed using

pupils and teachers cannot be disassociated from the schools they teach and academic results of the pupils. Teachers celebrate and are rewarded when their schools and subjects are highly ranked. According to Yala & Wanjohi (2011), Kenyan teachers who excel in their subjects are rewarded during education days in their respective regions especially at county.

Teachers, subject knowledge, an intended outcome of training, is strongly and consistently related to student performance. Research carried out by several academicians indicates that teachers with a better knowledge of subject material and greater written and verbal language proficiency make better performing pupils (Lockheed, et.al; 2011; Harbison & Hanushek, 2012). In both Brazil and Pakistan, teachers who had subject knowledge and formal education had more impact on pupil academic performance than did pre-service training (Harbison & Hanushek, 2012). This is true of Kenya in general and Kiminini Sub County in particular.

Levin, et.al; (2011) reported that the academic achievement of pupils at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. Yusuf & Adigun (2010); & Lydiah & Nasongo (2009) renowned that, the performance of pupils in any academic task has always been of distinctive concern to the government, educators, parents and society at large. Schools are commonly assessed using pupils' achievement data (Heck, 2009). Teachers cannot be detached from the schools they teach and academic results of schools. It would therefore be logical to use standardized pupils' assessments results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly rated. It has been proved that teachers



have an important influence on pupils' academic achievement (Akinsolu, 2010). They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the pupils.

Yala & Wanjohi (2011) & Adeyemi (2010) understood that teachers' experience and educational qualifications were the principal predictors of pupils' academic accomplishment. The study found that teachers' academic qualifications and subject specialization had a significant relationship with pupils' academic attainment in Mathematics. Teachers' gender, however, was not significantly related to pupils' academic achievement in Mathematics (Akpo & Jita, 2013). Given the magnitude of this poor academic performance in Namibian secondary schools, it is of essence for specifically identified contributory factors and in particular the effects of teacher-related variables on pupils' achievement, to be examined empirically. However, the study findings by Kosgei, et. al; (2013) suggests that there is no significant relationship between teacher qualification and pupil academic performance. The conclusions from various studies indicate a gap in the findings on the root cause of poor academic performance among pupils in schools. It is this context that provided the primary motivation for this study.

Human resource in a school comprises of teachers, support staff and pupils. Human resource as a factor of production is marked by adequacy and quality as replicated by level of training and level of motivation (Juma, 2011). According to behavioral scientists, useful worker performance demands motivation ability and reward system that encourages quality work. Performance of teachers as revealed by level of training and

teaching experience will influence the quality of grades attained in an examination. A trained teacher will have essential pedagogical skills which will promote pupils' understanding, motivating a student to learn, thus promoting academic performance (Harsha, et. al; 2011). Teachers are indispensable players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development so that they can be able to partake class and entire school in decisions affecting their teaching environments (Bakare, 2014).

According to Lyons (2012) learning is a multifaceted activity that comprises of interplay of pupils' motivation, physical facilities, teaching resources and curriculum demands. Availability of Teaching Learning Resources (TLR) consequently enriches the effectiveness of schools as they are the basic resources that bring about good academic performance in the pupils. The essential resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

The quality of the learning environment at the school is subject to a large extent on the quality of the human resources capacity existing. Teachers are the most important human resource and remain the backbone of any educational system (UNESCO; 2004). The quality of teachers in whichever educational system defines, to a great extent, the quality of the system itself (Okoye 2010). One significant factor that is decisive in examination results is the disposal and quality of teachers. Trained teachers stand for a significant social investment and their levels of motivation and career commitment is of concern to policy makers (UNESCO; 2004). Availability of teaching and learning resources (TLR)

boosts the effectiveness of schools as these are necessary things that can bring about good academic performance in the pupils. When the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives (National assessment of educational progress; 2010). Consequently, every institution should strive to attract and retain the best of human resource.

The roles of a teacher include; organizing the instructional environment, setting time support and carrying out the instructional process (Asiru, 2014). Lack of teachers results in some classes being left unattended and sometimes the teachers who are present take up extra loads to make up for absentee teachers. This leads to inconsistency and ineffective teaching and sometimes loss of valuable time. Thus, pupils may not adequately cover the syllabus to effectively prepare for national examinations. One of the leading problems in education in Africa is the persistent shortage of both qualified and properly trained teachers (UNESCO; 2004). This has a negative impact on the academic achievement of pupils as noted by Osman (2011) who attributed poor performance in KCPE in North Eastern Province, Kenya to unequal distribution of teachers. Teacher quality has an effect on the academic performance of pupils as teachers contribute to the nurturing of learners' performance through efficient use of teaching methods and good administrative set up.

Simiyu (2012) established that teachers who were involved in marking CRE at KCPE level produce better results in the subject than those who were not. Marking KCPE examinations is a form of training that helps teachers improve their understanding of the subject as well as learning to interpret examination questions. Such teachers are able to model their teaching along the examination lines and their students stand a better chance

of performing well in the national examinations. Eshiwani (2007) opined that, it is important to train teachers whether through formal training or through in-service courses and this has a contributory effect on pupil academic performance.

On teacher commitment, Odhiambo (2010) argues that, the low salaries paid to teachers in Kenya compelled them to engage in other income generating activities. He asserts that these allegiances of teachers were more on their personal businesses rather than teaching and that the teachers were often absent or ill prepared for teaching. The teachers were therefore not able to prepare students adequately for examinations because they were not able to utilize their learning time properly. He further argues that many trained teachers in Kenya opted for teaching profession after failing to secure other courses and were therefore always on the lookout for opportunities elsewhere. These teachers were therefore ill motivated and were not committed. In most cases their students performed poorly in national examinations.

The World Bank (2011) in their report point out that Learners-Teacher Ratio in developing countries indicates that the Learner-Teacher Ratios (LTRs) is wide and ranges from 30:1 to 79:1. Schools with best performance at KCPE. The teacher should give and correct that assignment frequently to give immediate feedback to pupils, however, when the learner-teacher ratios (LTRs) are high, the teacher cannot appraise pupil's performance periodically. It is a general belief of teachers and the public that a low teacher- learner ratio result in better academic performance (Harsha, et. al; 2011). Proper staffing of teachers in the school ensures that learners are closely monitored thus increasing pupil-teacher contact hours and in turn increases pupil participation in education. Many education policy makers in developing countries consider 1:40 as the

reasonable teacher-learner ratio. However, World Bank-financed primary schools are usually designed with an average teacher-learner ratio of 1:41. It is worth noting that the teacher-learner ratios vary between rural public, urban public and private primary. Private school administrators and educators believe that a low teacher-learner ratio, which is characteristic of their schools, boosts learners' performance (Abagi & Odipo, 2007).

In a study, Odhiambo (2010) pointed out that, the greater involvement of teachers in school decision making improves teacher motivation and commitment hence improves school academic performance. As managers, head teachers should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process. Hayness (2011) is of the opinion that, maintaining healthy employees' relations is an essential pre-requisite for organizational success, hence head teachers should relate well with the teachers for improved academic performance in their schools.

Teachers find themselves with new responsibilities, commitments and challenges. Despite the challenges, head-teachers are influential and powerful. They are the first line managers and leaders in the educational system in Kenya. The role of head-teachers is therefore critical in ensuring that teachers are committed and satisfied with their jobs (Ling, 2013). Commitment is basically the loyalty and attachment to the organization. In the school context, it is the extent to which the teachers identify with their institution and desires to continue working or promoting the vision of the school.

Simiyu (2012) in a study done in Butere targeting 200 teachers and doing descriptive statistics established that teachers who were involved in marking CRE at KCPE level produce better results in the subject than those who were not. Marking KCPE examinations is a form of training that helps teachers improve their understanding of the subject as well as learning to interpret examination questions. Such teachers are able to model their teaching along the examination lines and their students stand a better chance of performing well in the national examinations. Kinyanjui (1980) in his study found out that, limited income among low class families has been found to restrict provision for school books and other necessary materials necessary for attendance and good performance in school. Avalos (1986) in his study on teaching children of the poor explained that, incomes among lower class families restricted provision of tuition fees, school books and other resources necessary to ensure good performance or continued education.

## **2.7 Parental Socio-Economic Factors and Pupil Academic Performance**

A recent study done by Saifi & Mehmood (2011) found a connection between learner factors, socio-economic status of parents and teacher factors as very important indicators for improved academic performance. The study noted that when these factors are not corrected, academic performance inevitably dips. In the study, the findings further noted that private schools which seem to have found a way to have effective learner factors, teacher teaching approaches and school factors as part of their education process enough to improve their academic performance often at the expense of their public-school counterparts. When examining academic achievement, it is imperative that socioeconomic status (SES) is included due to the fact that SES can have a direct effect

on this factor. The effects of SES on the academic outcome and future life course pathways is significant. It was confirmed in various studies that there was relationship between parents' socio-economic status and academic performance (Abdu-Raheem, 2015).

A family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward religion, intellectual training, character training, love for others and vocational training (Aliyu, 2016). Family play a major role in determining one's future career through socializing the young one into vocation or trade for self-reliance, by exposing the child to either the vocation of the family or any desirable trade before the child becomes adult. Family climate has an effect on pupil achievement as it is the first educator of the child, and the school cannot accomplish its purpose without at least the implicit support of the family. The expectations and behaviors exhibited in the family can have an important effect on lower academic performance (Verdugo, 2010). Low parental education expectations, minimal parent contact with the school, lack of homework monitoring or study aids and infrequent discussions with a child about school are all linked to lower school performance. According to King, et.al; (2010), closeness between parents and their children is significant to the well-being of children. Parent and child closeness was associated with better outcomes for children.

The family is the first, the smallest and the most important unit of a child's social organization. It is responsible for the development of the child's physical, mental and moral dispositions. Asikhia (2010) agreed that the family educational background and socio-economic status play pivotal roles in the learning process of the child. She stressed

further that the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from. Ushie, et. al; (2012) confirmed that family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration. Farooq, et.al; (2011) asserted that students whose parents are educated score higher on standardized tests than those whose parents were not educated at secondary school level in a metropolitan city of Pakistan. They affirmed that educated parents can better communicate with their children regarding school works and activities.

Another prominent factor of the family that affects adolescent achievement is the degree of marital happiness. For instance, divorce was strongly associated with a child's inability to achieve higher within school (Potter, 2010). Children who come from families in which conflict and divorce are prominent typically do worse in school than children who come from families without divorce. Specifically, Potter found that the divorce of a child's parents diminishes a child's well-being, which then negatively affects that child's ability to perform well in school.

Being impoverished has important detrimental effects on schooling, including raising the risk of poor performance" (Verdugo, 2011). A family's socioeconomic status is often impacted by parent academic achievement. Poor families are less likely to invest in educational enrichment items (e.g. educational toys, books, participation in educational activities) and these investments are associated with the cognitive development of children. Udida, et.al; (2012) also agreed that family characteristics are major source of disparity in pupil's educational outcomes. They stressed further that pupil's academic performance is influenced by the socio-economic background of their parents; as parents



that earn high income can take absolute responsibilities of their children's education compared with parents that earn meager salaries. Unity, et.al; (2013) emphasized that a child is affected negatively if he/she comes from an economically disadvantaged family. They stressed further that such children are faced with overwhelming challenges that leads to poor school performance.

Children within low-income families are less likely to earn passing grades within their middle school years than children within middle and upper income families (Singh & Choudhary, 2015). Furthermore, a family's SES had an indirect impact on a child's academic achievement through the resources provided at home that are necessary for a child to achieve in school. Parental support financially and morally has been found to be potent in improving pupils' academic performance (Abayi & Odipo, 2007). When the finances of pupils are not adequate, the situation may affect their academic performance. Therefore, the difference between high and low socioeconomic status groups have shown to contribute to different academic performance among pupils in school in most cases in many countries.

Socioeconomic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status. For the investigation of a family socioeconomic status, the household income, education of earner and occupation are checked and in addition consolidated wage contrasted and a person, when their own attributes are assessed (Mushtaq, et.al; 2016). Farooq, et.al; (2011) while studying factors affecting pupils' quality of academic performance in Pakistan, affirmed that family characteristics like socio-economic status

are significant predictors for pupil's academic performance at school besides the other school factors, peer factors and pupil's factors.

Saifi & Mehmood, (2011) investigated the effect of socioeconomic status on pupil's performance and found out that, parental education and occupation and facilities at home affect the pupil's achievement. It has been observed that mothers educational level was found to be significantly related to children's performance in school compared to children whose mothers were less educated. Family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward intellectual training, character training and vocational training (Gambo, 2016). Family factors, such as unsatisfactory housing condition may have a serious effect on educational achievement of a child. Families that are large in number, insufficient amenities, due to poor economic condition could distract the interest and attention of the learner, which may affect the whole process. Children from satisfactory family on the other hand, that has sufficient amenities like internet that provides intellectual stimulation. Education is a welcome addition, whereas on the other hand, children from unsatisfactory families or those lacking those materials or amenities go to school hoping to find the essential qualities lacking in their homes. Naturally the expectation of these two categories of learners differs.

Muola (2010) asserted that there is positive relationship between pupil academic performance and home environment and concurs with Waweru (2010) who argue that, there are environmental factors that have been seen as handicaps to good school progress especially as regards academic performance among pupils in primary school education. Poverty due to low wages; unemployment; large families and loss of family bread

winner. Ndiritu (2009) also found out that, poor children are regularly sent home from school because of inability to pay school levies as good socio-economic conditions facilitates studies while poor ones hinder them. A big number of children fail because of poor financial state of the parents. The atmosphere at home negatively affects pupils in school.

Pupils from low SES families are more likely to exhibit the certain patterns in terms of educational outcomes compared to those from high SES families (Sparkes, 2009). The socio-economic status disadvantage has been found to be strongly associated with factors such as the home literacy environment and investment in resources that promote learning such as quality child care, educational materials and visit to museums. Families with low income face greater hurdles in achieving effective parenting which in turn often harms their children's development and educational achievement in the long run (Aliyu, 2016). Family size could lower the SES for it is argued that; the larger the family, the less the attention and devotion of each child by the parents and the more the austerity difficulties encountered by the parents. In meeting the needs of the children both physically and emotionally (Eaghen, 2011). The pupils KCPE performance, therefore, could be attributed to the SES.

## **2.8 Summary of Reviewed Literature**

This chapter has focused at factors influencing academic performance in both private and public primary schools in the world in general and to a limited extent in Kenya specifically. The demand for public secondary education has increased in the recent past following introduction of subsidized primary education in Kenya. Factors that affect academic performance as reviewed in this chapter include: school factors such as

availability of text books and other facilities; teacher based factors such as; learner factors such as the learner's age, sex and attitude among other things. The reviewed literature presents factors affecting pupil performance in academics, but does not necessarily point out how the stated factors affect pupil performance in Kiminini Sub County and why private schools perform better than public schools. Furthermore, the reviewed literature does not provide insight into the extent of how the said factors affect academic performance in various schools based on the variables studied in the current study

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes procedures and strategies employed in the study to include: the research design; study population, sample selection criteria, research instruments, pre-testing of the instruments and an outline of the methods used to collect and analyze the data.

#### **3.2 Research Design**

This study was guided by a descriptive survey design which involves asking questions often in the form of questionnaire to a group of individuals either by mail, by telephone or in person (Kothari, 2004). The design was recommended for this research because it involved pupils, teachers and head teachers in both public and private primary schools in Kiminini Sub-County and had the advantage of providing a lot of information from the study population (Kothari 2004).

#### **3.3 Target Population**

The target population incorporated all the pupils, teachers and head teachers of public and private schools offering the 8-4-4 system of education in Kiminini Sub County. This consisted of 360 teachers and 45 head teachers from both public and private schools.

**Table 3.1: Target Population**

<b>Respondent Category</b>	<b>Public schools</b>	<b>Private schools</b>	<b>Total</b>
Head teachers	33	12	45
Teachers	240	120	360
Pupils	330	120	450
<b>Total</b>	<b>603</b>	<b>252</b>	<b>855</b>

The study targeted head teachers, teachers and pupils in both public and private primary schools in Kiminini Sub County. Pupils from each sampled school were interviewed to collect qualitative data for the study.

### **3.4 Sample Size and Sampling Procedure**

A sample is defined as a smaller group obtained from the accessible population (Mugenda & Mugenda, 1999). Each member or case in the sample are referred to as a subject or a respondent. The sample schools were selected through a stratified random sampling technique. The schools were categorized on the basis of average score for the period as ‘top performers’; ‘average performers’ and ‘below average performers’. Top performers are the schools with a mean grade of 8.0 and above. Average performers are schools with a mean grade below 7.99 and above 6.0 while the below average performers registered average scores below 5.5.

Stratified sampling is generally used where there are subgroups in the population. In this sampling technique, the subjects are selected in such a way that the existing subgroups in the population are selected on a representative; that is in proportion to the subgroups size relative to the target population. From these categories or subgroups stratified sampling

was used to choose the schools to be issued with the questionnaires. The sample size depends on the number of variables in the study; the type of research design; the method of data analysis and the size of accessible population (Mugenda & Mugenda ,1999). A good representative sample from a study should constitute 30% of the target population. This will enable the findings to be generalized to the entire population (Mugenda & Mugenda, 1999).

Simple random sampling technique was then employed to select a sample within each of the three categories. For this study, a sample size of 30% of the target population for teachers and head teachers drawn from the accessible population of private and public schools offering the 8-4-4 curriculum was employed. Pupils from both public and private schools were sampled out for purposes of collecting qualitative data for the study. The sample size was arrived at as shown in table 2 below.

**Table 3.2: Sample Size**

<b>Respondent Category</b>	<b>Public schools</b>	<b>Sample size</b>	<b>Private schools</b>	<b>Sample Size</b>
Head teachers	33	9	12	4
Teachers	240	72	120	36
Pupils	330	99	120	36
<b>Total</b>	<b>603</b>	<b>180</b>	<b>252</b>	<b>76</b>

Simple random sampling technique was then used to select the individual teachers and head teachers from the schools. This was so that the study was representative and free from bias.

### **3.5 Data Collection Instruments**

The research instruments were designed based on the objectives and research questions of the study. The following are the two types of instruments adopted for use in this study: 1) Teachers' questionnaire 2) Head teachers' questionnaire. The questionnaire is important for collection of data when respondents remain anonymous. This encourages honesty and gives room for free expression of feelings. The questionnaires were tested for validity and reliability by piloting the instruments before commencing the study. This was to ensure variables of the study were captured in the instrument and revise items that respondents did not understand.

#### **3.5.1 Teachers' Questionnaire**

The questionnaire for teachers was in two sections. Section I: This section consists of demographic related questions. These questions are designed to give personal information; teaching experience and teachers' qualifications. The information obtained from these questionnaires was analyzed to review existence or nonexistence of any relationships between teachers teaching experience; progress of qualifications and achievements in KCPE among pupils. The questions in this section are 'closed ended', objective and easy to administer. Section II: This Section of the questionnaire is a Likert type five-point scale highlighting the school factors, teacher factors, parental socio-economic factors and learner factors.



### **3.5.2 Head Teachers' Questionnaire**

Section I: This test was designed by the researcher and focused on professional training and experience. Section II: This section, the questionnaire is a Likert type five-point scale highlighting the effective / pro-active role of the head teachers in the running of the school. It sought to establish the head teacher's influence on the budget; recruitment of teachers; review of teachers' performance.

### **3.5.3 Interview Schedule for Pupils**

The study employed an interview schedule to get an in-depth analysis from the pupils. The interview schedule is a qualitative tool that helps to provide relevant qualitative data for the study. Pupils were selected and interviewed to collect qualitative data for the study.

### **3.5.4 Document Analysis**

Documents are important in any study a researcher wants to investigate (Cohen, et.al; 2007). In this study, pupil performances in KCPE in the area of study were collected as well as staffing of teachers in schools. A document checklist was devised to get the academic performance from the school records.

### **3.6 Piloting of Study Instruments**

In order to gauge the effectiveness of the instrument, the researcher pre-tested the questionnaire in 3 schools in Kitale town. The pre-test schools were selected, one each, from the three categories of schools in the population of the study. The selection process for the schools was based on the findings of Mulusa (2010) who noted that, for effective pretesting of instruments, the items should be selected from all categories under the

study. Appropriate adjustments are bound to be made in the instrument after the pre-test results have been compiled. According to Mulusa (2010) the purpose of pretesting/piloting the instrument is to assess their clarity, validity and reliability of each of the items in the instrument and the suitability of the language used. The pilot process helped the researcher to modify and redesign items in the instrument. This helped to weed out challenges of ambiguity and irrelevance thereby improving the quality of responses. Presence of blank spaces in the questionnaire, inaccurate responses, inconsistencies and other weaknesses strongly suggest the need to review/revise the instrument. Any questions that required information that respondents could not provide was eliminated or replaced.

### **3.7 Data Collection Procedure**

The researcher obtained authority to collect data from the National Commission of Science and Technology before embarking on the data collection exercise. The researcher, after being authorized to collect the data, visited the sampled schools and introduced herself to the school management and also obtained their consent to administer the instrument. On finalizing the administrative arrangements, the researcher proceeded to administer the instrument and guide the respondents appropriately.

#### **3.7.1 Instrument Validity**

The data was subjected to content validity as the researcher had selected a representative sample of indicators from the domain of indicators of the concepts. Mugenda & Mugenda (1999) defined validity as the accuracy and meaningfulness of inferences which are based on the research results. Validity is the degree to which results obtained from analysis of

data actually represents the phenomenon under the study (Kothari, 2004). The Validity of the instruments was reflected on the items structured in the questionnaires by the ease with which the respondents understand and internalize the content. The researcher pre-tested the instrument validity with three (3) teachers and three (3) head teachers with representation from all the subgroups. Content validity was also tested by the study supervisors reviewing the instruments to ascertain if they measured what they were supposed to measure and the instruments were then revised accordingly.

### **3.7.2 Instrument Reliability**

According to Cohen, et.al; (2007), reliability is the degree to which the findings of a study are consistent, dependable over time and can be reproduced over time with a similar or same population. The split half technique was used to assess the reliability of the questionnaires of the study. The items in the questionnaires were divided into two groups, alternating the odd and even numbers. Sample questionnaire were distributed to three schools and in each school three teachers were given the questionnaire to answer together with Three (3) head teachers. The pilot schools were not part of the sample schools, but they were schools from the same sub county.

The main purpose of the pilot testing involved cross checking the suitability of each of the questionnaires. The specific areas that were scrutinized were the suitability of the language; the clarity of the questions and the alternative choices in the response; the time taken by the respondents in completing the questionnaire and the adequacy of the space provided for written responses. The pre-test questionnaires were collected for analysis. The questions were discussed with the respondents to establish their content, validity and reliability. This exercise provided the researcher with useful information that was used to

revised calculated a correlation coefficient for the two sets to obtain an estimated coefficient of reliability. The coefficient was computed using the Cronbach alpha coefficient. The reliability coefficient of 0.81 was obtained after an average of all possible split-half reliabilities. According to Cohen, et.al; (2007), reliability coefficient of the research instrument above 0.80, is considered reliable enough. Therefore, the research instrument in this study was reliable.

**Table 3.3: Summary of Reliability test results**

<b>Constructs</b>	<b>No. of cases</b>	<b>No. of items</b>	<b>Cronbach alpha coefficient</b>
Academic Performance	3		0.705
Characteristics of pupils and academic performance	128	5	0.856
School factors and academic performance	128	7	0.879
Teachers factors and pupil academic performance	128	5	0.768
Parents' socio-economic status(SES)	128	8	0.875

*Source: Research study, 2016*

### **3.8 Data Analysis**

Data analysis refers to the search for patterns in data and for ideas that help explain the experience of those patterns (Cohen, Manion, & Morrison, 2007). Qualitative data from the pupils' interview was analyzed using themes based on the objectives of the study and discussed concurrently with the quantitative findings. Quantitative data was obtained

through the questionnaire. The data was coded before being analyzed. Descriptive statistics in the form of frequency distribution, means and percentages was used. Further, inferential statistics in the form of One Way ANOVA was used to check for statistical significance between variables. The outcome of the analysis and computations were presented in tables.

### **3.9 Ethical Considerations**

Cohen, et.al; (2007) highlights ethical concerns that ought to be adhered to before embarking on research. The same principle was adhered to by this researcher. The principles were adhered to by getting consent from all respondents before administering the questionnaire or interview schedules. The identity of people from whom information was obtained in the course of the study were kept strictly confidential. The nature and purpose of the research was explained to the respondents by the researcher so as to allay any fears of other ulterior motives other than academic research. The participants were assured of anonymity; and their ability to withdraw from the study at will also assured. On consent; first, a request letter from the selected school's administration seeking permission to question students was done. Then the teachers and head teachers were asked to provide consent by agreeing to answer the questions. To meet the requirements of anonymity, they were not asked to sign or provide names. The questionnaires were kept under the safeguard of the researcher alone. The responses therein were not shared by the researcher to anyone apart from the researcher's supervisors and only in a bid to get their guidance. The data/ documents after analysis and final presentation were properly disposed, destroyed, or deleted; the researcher also assigned security codes to computerized records.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter sort to present data as captured in the field, analyze it and draw conclusions and also present the discussions. The presentation of this chapter is in respect of objectives of the study and points out the extent to which they met the expectation of the study. It presents the demographic information, the influence of learner factors on learners' academic performance in private and public primary schools, the influence of school factors on learners' academic performance in private and public primary schools; the influence of teacher factors on learners' academic performance in private and public primary schools; and the influence of parents' socio-economic status on academic performance in private and public primary schools.

#### **4.2 Questionnaire Screening and Return Rate**

From the study, 133 respondents participated involving 12 head teachers and 92 teachers in both public and private primary schools. Questionnaires were administered to the respondents and 104 were returned indicating 78% response rate. In the study, 70.2% and 29.8% of the respondents were from public and private schools respectively. 11.5% of head teachers and 88.5% of teachers participated in the study as respondents.

The questionnaires were checked to find out if all sections were filled and it was found out that all of them were duly filled. This process of screening was important to ensure the reliability of the instrument is attained, hence holding the study findings valid.

### 4.3 Demographic Data of the Respondents

The section provides demographic information of the study. It was used to form the basis of other study analysis for the specific objectives. The demographic information was done for the purpose of forming the basis of the research topic. The information obtained for the demographic data of the respondents was derived from the completed questionnaires for head teachers and teachers and were analyzed in frequencies and percentages and presented in tables as discussed below.

#### 4.3.1 Gender of Head Teachers and Teachers

The study sort to establish the gender characteristic of the head teachers and teachers and the findings of the study are presented in table 4.1 below:

**Table 4.1: Gender of the Head teacher and Teacher Respondents**

Gender of H/T	Public		Private	
	Count	%	Count	%
Male	6	67.0%	3	60.0%
Female	3	33.0%	1	30.0%
Total	9	100.0%	4	100.0%
Gender of				
Teachers	26	40.2%	15	56.0%
Male	38	59.8%	12	44.0%
Female	64	100.0%	27	100.0%
Total				

From table 4.1, the public-school headship showed that majority at 67% were male while 33.0% were female. On the other hand, private schools had a majority at 60% as male

while only 30% were female. This implies that the headship in both public and private primary schools in Kiminini Sub County was predominantly male. This agrees with the findings of Eshiwani (2007) that most primary schools were predominantly headed and managed by male head teachers and that unlike the developed nations, countries like Kenya had very few female heads, a matter that was becoming alarming considering the equality trend in national discourse.

In the public primary schools teaching staff, 59.8% were female and 40.2% were male, while in private schools a majority male (56%) whereas, 44% were female. This implies that the teaching staff of public primary schools in Kiminini Sub County was predominantly female. This agrees with UNESCO (2004) that most primary schools had female staff partly because the gender of teachers is important for teachers influence the aspirations of their pupils in most cases especially aspirations of girls than the male counterparts. Studies show that pupils' aspirations are closely linked to their achievement in school, thus a high concentration of female teachers has the potential of positively enhancing achievement among girls.

#### **4.3.2: Age of Head Teachers and Teachers**

The researcher sought to establish the age of the head teachers and teachers in both public and private primary schools and are presented in table 4.2 below.



**Table 4.2: Age of the Head Teacher and Teacher Respondents**

Age of H/T	Public schools		Private Schools	
	Count	%	Count	%
<25 years	1	13.0%	1	25.0%
26-35 years	3	33.0%	2	50.0%
36-45 years	3	33.0%	1	25.0%
46-55 years	2	20.0%	0	00.0%
Total	9	100.0%	4	100.0%
Age of Teachers				
<25 years	16	24.9%	5	16.9%
26-35 years	31	47.1%	11	42.1%
36-45	16	24.9%	11	42.1%
46-55	1	3.0%	0	00.0%
Total	64	100.0%	27	100.0%

From table 4.2, a significant percentage of public school head teachers at 33% were aged between 26-35 years and 36-45 years respectively. This was followed by 20% aged between 46-55 years and 13.0% were below 25 years. Based on the private school results 50% were aged between 26-35 years and below 25 years and between 36-45 years constituted 25% respectively and none between 46-55 years. On the side of teachers, the study found out that a significant percentage of public school teachers at 47.1% were aged between 26-35 years and 24.9% between 36-45 years and below 25 years respectively. This was followed by 3% aged between 46-55 years. Based on the private school results 42.1% were aged between 26-35 years and 36-45 years respectively. This was followed by 16.9% aged below 25 years and none between 46-55 years. This implies that the principal staff was a fairly young workforce a factor that is common in both public and private primary school headship. It further indicates that they were adequately exposed to issues of academic performance and teaching staff, creating the impression

from their ages that they were mature enough to comprehend the issues involved in factors influencing academic performance in KCPE. It has been noted that ages of respondents have significant influence on reliability of results (Yala & Wanjohi, 2011).

### 4.3.3 Professional Qualification

The head teachers were asked about their professional qualification and the data result is shown in table 4.3 below:

**Table 4.3: Professional Qualification of Head Teacher**

Qualification	Public schools		Private Schools	
	Count	%	Count	%
Diploma	1	13.0%	0	00.0%
Degree	5	53.0%	3	60.0%
Masters	3	33.0%	1	40.0%
Ph.D	0	00.0%	0	00.0%
Total	9	100.0%	4	100.0%

From table 4.3, majority of heads in public schools at 53% had first degrees followed by 33% with Masters and only 13% with diploma qualifications. Private school heads majority at 60% had first degrees followed by 40% with Masters Degree. This implies that while both categories were adequately well educated, private school heads showed a more significant educational level than their public-school counterparts. It was held in the study that all head teachers of both public and private schools hold a Primary 1 certificate (P1) in primary school teacher training. This result agrees with literature from Schneider (2012) who argued that to improve the quality of academic achievement, most private schools were particularly keen on employing highly qualified head teachers and school

managers as compared to their public counterparts who depended on government employment agency or commission which employ and deploy to the schools (Ling, 2013). The level of training is pertinent in the delivery of quality teaching in many learning institutions and should be considered when analyzing factors that influence academic performance (Simiyu, 2012). The involvement of the head teachers in policy decisions and the involvement of teachers in management and curriculum planning and consulting teachers about spending and other policy decisions. An effective head teacher is, in most cases, not simply the most senior administrator or manager, but is in some sense provides transformation leadership to manage changes that occur in education sector.

#### 4.3.4 Professional Qualification of Teachers

During the study, the researcher sought to investigate the professional qualifications of the teachers as a factor affecting KCPE performance in private and public schools in Kiminini Sub County and the results are presented in the Table 4.4 below.

**Table 4.4: Professional Qualification of Teacher Respondents**

Qualification	Public schools		Private Schools	
	Count	%	Count	%
Certificate P1	16	24.9%	5	16.9%
Diploma in ED	30	47.1%	11	42.1%
Degree in ED	16	24.9%	11	42.1%
Masters in ED	2	3.0%	0	00.0%
Total	64	100.0%	27	100.0%

From table 4.4 it is clear that majority of teachers (47.1%) in public school had diploma in education qualifications followed by 24.9% apiece for both certificate and degree in education and 3.0% with Masters degree in education. From private schools, 42.1% respectively had degree and diploma in education and 16.9% with certificate and none with masters. This finding implies that has far as teaching was concerned, both private and public schools had significantly qualified teachers with many going beyond the basic qualifications of attaining in certificate from a primary teacher training college. This concurs with previous studies which indicated that the quality of the learning environment at the school depends to a large extent on the quality of the human resources capacity available (Musau & Migosi, 2015, Akinsolu, 2010). Teachers are the most important human resource and remain the backbone of any educational system.

#### 4.3.5 Teaching Experience

The study investigated teachers teaching experience as a factor affecting performance in KCPE in schools in the study area and the findings are shown in table 4.5 below.

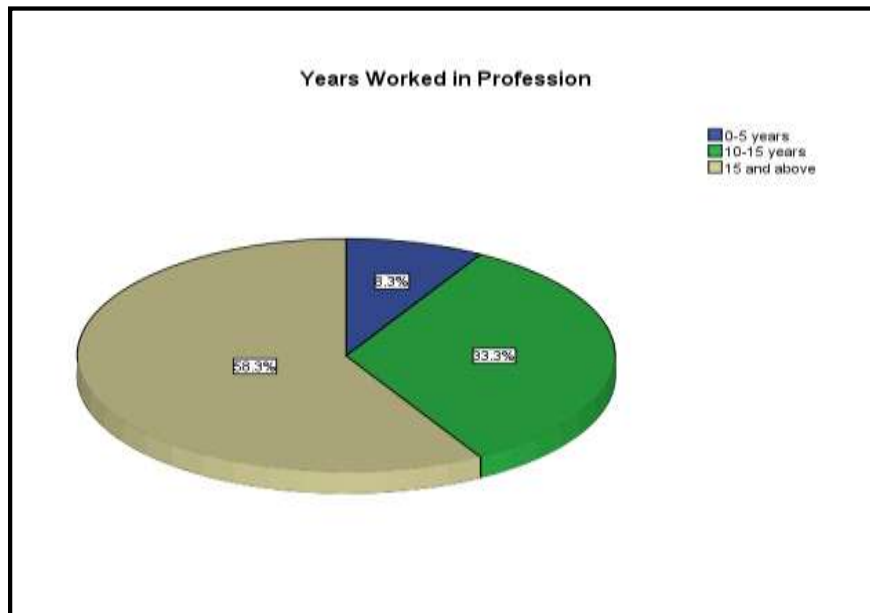
**Table 4.5: Experience of the Teacher Respondents**

Experience	Public schools		Private Schools	
	Count	%	Count	%
<5 years	16	24.9%	2	8.4%
5-10 years	32	50.1%	14	50.5%
11-15 years	16	24.9%	11	42.1%
> 16 years	0	00.0%	0	00.0%
Total	64	100.0%	27	100.0%

From table 4.5, it is clear that half of the public teachers at 50.1% had worked at their stations for between 5-10 years, 24.9% apiece had worked for less than 5 years and between 11-15 years. On the other hand, in private institutions, half at 50.5% had worked for between 11-15 years, 42.1% had worked for between 11-15 years and 8.4% for less than 5 years. This implies that the respondents were significantly experienced. These findings concur with those of Gay (2010), Yala & Wanjohi (2011) & Adeyemi (2010) who posit that experienced teachers have significantly been found to improve and have a positive influence on academic performance of learners.

#### 4.3.6 Experience of Head Teacher Respondents

The head teachers were asked about the length of time they had worked as teachers and the data is shown in figure 4.1 below:



*Figure 4.1: Level of Experience of Respondents*

The figure shows clearly that 58.33% had worked for more than 15 years at their current station. 33.33% had worked for 11-15 years and only 8.33% had worked for less than 5 years. This also may indicate that there is no transfers of head teachers which may have a positive or negative consequence. If head teachers are not transferred, there is a possibility of laxity and low quality of education being provided in the affected schools. This is an indication of the wealth of experience which translates into trustworthiness and reliability the respondents have. It reflects on experiences that has been substantially involved in headship and are therefore well placed to answer the questions on factors influencing academic performance. This result indicates a common result for both public and private schools head which reflects other findings by Yala & Wanjohi (2011) & Adeyemi (2010).

#### **4.4. Influence of Learner Factors and Academic Performance**

The first objective sought to establish the influence of learner factors on learners' academic performance in both private and public primary schools. The result is shown in table 4.6 below. From the document analysis figures acquired from the head teachers' office on family size and KCPE results of the learners.

**Table 4.6: Learner Factors and Academic Performance**

Items measuring learner factors	Public schools				Private schools						
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Strongly agree	Agree	Neutral	disagree	Strongly disagree	
Peer influence	59.6(38)	40.22(26)	-	-	24.9(926)	67.5(24)	24.2(14)	-	8.5(3)	-	
Girls perform better than boys	24.3(47)	21.2(16)	-	-	54.5(39)	53.1(19)	21.9(8)	-	-	25(9)	
Gender is a predictor of academic achievement	50.57(44)	24.13(21)	-	6.89(6)	-	78.04(32)	19.5(8)	-	2.4(1)	-	
Children from conflict families perform poorly	71.26(62)	28.73(25)	-	-	-	73.17(30)	12.19(5)	14.63(6)	-	-	
Home environment has great role in academic performance	88.5(77)	11.49(10)	-	-	-	85.36(35)	11.76(11)	-	-	-	

From table 4.6, it was established that 43 (59.6%) and 24 (67.5%) of the respondents in both public and private primary schools strongly agree respectively that peer influence has a significant impact on the academic performance in primary schools. This is further strengthened by those who agree with 35(40.2%) and 14(24.2%) respectively. It is evidently clear that majority of public schools at 59.6% agreed that peer influence significantly affected academic performance. From the result, 24.9% disagreed and 12.5% were undecided. Moreover, 67.5% of teachers from private schools agreed with the assertion, 24.2% disagreed and 8.5% were undecided. This implies that peer influence significantly affected academic performance. Peer pressure is strongly and consistently related to student performance. Research carried out by several academicians indicates that positive enabling peers make better performing students (Lockheed, et al 2011; Harbison & Hanushek, 2012).

When asked if girls perform better than boys in academics, teachers from public school at 54.5% disagreed, 24.3% agreed and 21.2% were undecided. However, from private schools, 53.1% agreed, 21.9% were undecided and 25.0% disagreed. This implies that there was difference in gender performance with girls performing better in private schools and boys better in public schools. This according to Eshiwani (2007) could be because of the emphasis that private institutions place on the girl child in terms of attention, motivation and resources as compared to public schools.

On the variable concerning performance between boys and girls, the study found out that girls do not perform better than boys as 59.6% and 67.5% of the respondents in both public and private primary schools strongly agree respectively that peer influence has a significant impact on the academic performance in primary schools. Hanan, et.al; (2015)



indicated that age and gender were predictors of pupil academic achievement in schools. which indicate that female pupils have high scores on academic performance as compared to male pupils and male pupils have high scores on self-esteem as compared to female pupils (Mohammed, et.al; 2015).

From the study, it was further established that gender has a role to play concerning academic performance in primary schools. In the study, 50.57% and 78.04% of respondents in both public and private primary schools respectively strongly agreeing that gender has a significant contribution to performance in schools under study. Hanan, et.al; (2015) indicated that age and gender were predictors of pupil academic achievement in schools.

From the study, 71.26% and 73.17% of the study respondents from both public and private schools respectively strongly agree that children from family backgrounds that experience conflicts or divorce may be affected academically. Another prominent factor of the family that affects adolescent achievement is the degree of marital happiness. For instance, divorce was strongly associated with a child's inability to achieve higher within school (Potter, 2010). Children who come from families in which conflict and divorce are prominent typically do worse in school than children who come from families without divorce.

In the study, home environment according to the study findings play a pivotal role in the academic performance of majority of learners in both public and private schools as indicated by 85.5% and 85.36% of respondents from public and private schools strongly agreeing respectively. Farooq, et.al; (2011) asserted that pupils whose parents are educated score higher on standardized tests than those whose parents were not educated.

Children within low-income families are less likely to earn passing grades within their middle school years than children within middle and upper income families (Singh & Choudhary, 2015). The expectations and behaviors exhibited in the family can have an important effect on lower academic performance (Verdugo, 2010). Family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward intellectual training, character training and vocational training (Gambo, 2016). According to King, et.al; (2010), closeness between parents and their children is significant to the well-being of children and pupils in urban areas performed better than those in rural areas (Owoeye & Yara, 2011). Home environment has an exceedingly great role to play on the academic performance of every child. Smith, et al; (2011).

#### **4.4.1 Family Size**

This study sought to understand whether the family size of the pupils influenced their performance in KCPE. The information from document analysis gotten ascertained how many siblings most pupils had as shown in table 4.7 below.

**Table 4.7: Family Size**

Family Size	Public schools	Private Schools
	%	%
<2	0.00%	00.0%
2-3	25.0%	7.4%
4-5	24.9%	42.1%
> 5	50.1%	50.5%
Total	100.0%	100.0%

Table 4.7 shows that significant family sizes at 50.5% and 50.1% of both private and public schools respectively were over 5 family members. This implies that the family sizes were significantly large and could be that parents took learners to private schools because they could afford and were attracted to the good results that they were willing to sacrifice. Family size has been established to have an influence on the academic performance of majority of pupils in school (Ushie, et.al; 2012).

#### **4.4.2 ANOVA Results for Learner Factors and Academic Performance**

The study also sought to test whether there was statistical significance between socio-economic factors and academic performance in private and public schools. The results are seen in Table 4.8 below.

**Table 4.8: Learner Factors**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.183	4	3.521	4.488	.021
Within Groups	42.579	96	.415		
Total	56.662	100			

The significance value for the results is 0.021 ( $p=.021$ ) which is below 0.05 and, therefore, there is a statistically significant difference between the various learner factors and the academic performance of pupils in public and private schools. This can be interpreted to mean that learner factors had a significant positive influence on the academic performance of the pupils across the public and private schools.

#### **4.4.3 Availability of Physical Resources**

To consider the school factors, the study looked at Availability of Physical Resources.

The results are shown in table 4.9.

**Table 4.9: Availability of Physical Resources**

School category	Head teacher & teacher respondents	Availability of teaching learning resources		Adequate & classroom learning facilities		School & Classroom environment	
		Yes%	No%	Yes%	No%	Yes%	No%
Public	73	65.1%	34.9%	59.8%	40.2%	56.5%	43.5%
Private	31	83.8%	16.2%	81.6%	18.4%	84.9%	15.1%
Total	104						

From table 4.9, the physical facilities were examined and the results of the analysis suggests that clean air, good lighting, comfortable, safe and quiet learning environment influences education performance. Observations revealed that physical facilities in private primary schools had better facilities as compared to those of public primary schools. Textbooks and other teaching resources were adequate in public schools and private schools at 65.1% and 83.8% respectively, adequate classroom building, computers and learning facilities in public and private school showed 59.8% and 81.6% respectively. He further stated that their availability, adequacy and relevance influence efficiency and high productivity (Usen,201). While washroom cleanliness and freshness for both public and private schools had 56.5% and 84.9% availability respectively. The availability of those resources and facilities in a given school environment influence the teaching, learning and the performance of both the teachers and the students (Nsa, et.al; 2012).

#### **4.4.4 School Leadership and Administration**

The quality of school administration plays a vital role in the institution as it is concerned with the students; teachers; policies; rules and Regulations that govern the school system.

The study looked at the following aspects of school leadership and administration:

Professional qualification of the heads; leadership style which includes the frequency of staff meetings, review of teachers' scheme of work, lesson plans and teachers' control of resources. The results are shown in table 4.10 below.

**Table 4.10: Leadership and Administration Indicators**

Items measuring school leadership factors	Public schools					Private schools				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Strongly agree	Agree	Neutral	disagree	Strongly disagree
The head teacher holds regular staff meetings	24.9(18)	24.9(18)	-	58.6(51)	-	59.2(21)	16.9(6)	-	-	-
The head teachers regularly check professional documents	24.3(17)	21.2(16)	-	54.5(39)	53.1(19)	58.5(24)	225.5(8)	-	-	-
Head teachers' effective communication with teachers	23.3(16)	22.2(17)	-	17.24(15)	54.5(39)	54.1(20)	20.9(20)	-	-	25(9)
The head	24.9(18)	24.9(18)	-	-	58.6(51)	59(21)	24.2(10)	24.2(10)	-	-

teachers  
engaged in  
motivation

Supervision of teaching by the head teacher	72.41(63)	27.58(24)	-	-	-	73.17(30)	19.51(8)	7.32(3)	-	-
Availability of teaching & learning resources	86.2(65)	25.28(22)	-	-	-	85.36(35)	14.6(6)	-	-	-
	74.74(65)	25.28(22)	-	-	-	80.48(33)	19.5(8)	-	-	-
	26.43(23)	28.73(25)	-	10.34(30)	34.4(30)	85.36(35)	14.63(6)	-	-	-

Adequate  
classroom

Classroom  
environment

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On school, related factors and learners' academic performance in primary school, the study established that, head teachers hold regular staff meetings with 58.6% of the respondents in public schools strongly disagreeing while 59.2% in private schools strongly agreeing. Leadership play a role in providing conditions which propel teachers to work towards attaining institutional goals and targets. Schools set these in meetings held in their stations and the head teacher creates a sense of direction and participation by the teaches in setting and implementing the schools program for purpose of improving academic performance. The findings concur with those of Gay (2010) who pointed out that, effective leadership is usually firm and purposeful and the head teacher is the key agent of bringing about change in many of the factors affecting school effectiveness.

Further the study found out that, head teachers check regularly the professional documents and records of their teachers with 54.5% and of the respondents in public schools strongly disagreeing. And 58.5% private schools strongly agree that head teachers in their schools check regularly the professional documents and records. Instructional organization depends on professional development of the teaching requirements and acts as a guide in the learning process. Teachers who plan their work are able to meet the curriculum objectives where the learners' evaluation is developed from. Adequate preparation of the professional records enables the teacher to effectively teach the pupil and achieve the intended objective. The study finding corresponds to those of Aziz, et. al; (2013) who opined that, there is a relationship between performance and organizational commitment and work quality.

The study further found out that, there is effective communication between the head teachers and teachers with 54.5% of the respondents in public schools indicating strongly disagreeing with 54.1% in private strongly agreeing. Institution perform in its production based on how they coordinate and communication their goals and on objectives. Head teachers need to have a good communication network with the teaching staff, pupils and parents for the school to perform well in the academics. The study found out that, effective communication plays a pivotal role in the improvement of academic performance of pupils in both public and private schools. The finding of the study support those earlier by Seashore, et.al; (2010) who opined that, effective communication is a necessary tool if a school has to achieve its educational objectives and that head teachers should be interested in what goes on in classroom.

On the supervision by the head teacher on the teaching of pupils, the study found out that, 72.41% and 73.17% of the study respondents strongly agree. The implementation of the curriculum is the cornerstone of every learning institution in countries. In primary schools, the head teacher is the person in charge of supervising the implementation of the curriculum by ensuring that teachers teach and evaluate the learners as per the syllabus. Primary schools have to prepare pupils for both internal and national examinations. The findings concur with those of Maiyo (2009) who noted that, head teacher has to lead in the preparations of pupils for examination through professionally accepted formats of teaching requirements by teachers under his/her supervision as the head of the institution.

In the collected data on head teachers' motivation, the study found out that, 58.6% of the respondents in public schools strongly disagree while 54.1% strongly agree in private schools. Human resource is central in any organization and leadership has to play its role

of ensuring they are motivated to work. Leadership is seen as the process of encouraging and helping others to work enthusiastically towards objectives. The human factor builds a group together and motivates it towards goals by transforming the group's potential into realities. The study findings relate to those earlier one by Nyagaka & Odongo (2013) who noted that, engagement by head teachers in both extrinsic and intrinsic motivation is important in the improvement of pupil academic performance in schools.

The study found out that 86.2% and 85.36% of respondents in both public and private schools strongly agreeing respectively that, the availability of teaching and learning resources is a contributory factor that need to be considered while addressing the issue of academic performance in the KCPE in schools. The availability of those resources and facilities in a given school environment influence the teaching, learning and the performance of both the teachers and the pupil. Some of the respondents reported by saying;

“In our school, most books are torn and are not enough, children whose parents afford to buy for them are doing well and at times we borrow to use to do homework. Our neighbor always buys for his children textbooks. The school only gives us books to use in school.”

The study findings are supported by those of Nsa, et.al; (2012) & Likoko, et.al; (2013) who noted that, there is a relationship between teaching and learning resources and academic performance.

In the study, it was found out that 80.48% and 74.74% of respondent in private and public school believe that, the availability of classroom facilities in schools are necessary factor that contribute to academic performance among pupils in primary schools. Many schools are facing shortage of physical facilities due to large enrolment in schools. Classrooms are congested and some are not conducive for learning for they lack widows and furniture since the re-introduction of Free Primary Education in 2003. Some private schools also face similar problems for some operate in rented premises in estates in towns or shopping centers. The textbooks are not also adequate for some are un kept well due to lack of school libraries. The study finding concur with that of Orodho, et.al; (2013) who pointed that, adequacy of instructional materials and physical facilities have an influence on the quality of teacher preparation for purposes of teaching and learning. Therefore, availability of physical facilities and textbooks influence academic performance of pupils in primary schools.

Majority of respondents especially from private schools strongly agree that classroom environment is important in academic performance (85.36%) with 26.43% in public schools also strongly agreeing and 28.73% agree. Pupils have to be in good learning environment envisioned in terms of the physical facilities, availability of teaching and learning resources and teacher -pupil interaction. The study found out the school environment is important in the academic attainment of pupils in both public and private primary schools. Some pupils in public primary schools noted that;

“In our school, most classrooms are without furniture, good floors and even windows. During rain or dry season, there is disturbance when we are learning.

When we meet our other village, friends learning in private schools, they tell us that they have classrooms with even ceiling boards.”

This concurs with the work of Offiong, et.al; (2014) & Chimombe (2011) who noted that, the school environment that is not conducive for learning may lead to academic under performance for a good learning environment facilitates an instructional environment (Nsa, et. al; (2014).

#### **4.4.5 One Way ANOVA Results for Influence of School Factors on Academic Performance**

One Way ANOVA was done to compare the means of the school factors of public and private and academic performance to find out whether there was any statistical difference. The result is seen in table 4.11 below.

**Table 4.11: Anova: Learners’ Academic Performance**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Between Groups	232.743	4	43.096	4.391	.000 <sup>a</sup>
	Within Groups	12.878	227	.664		
	Total	244.511	231			

The F-statistics produced (F = 4.391.) was significant at p=0.05 (Sig. F< 0.05), thus confirming the fitness of the model. Further the significance value is .000 (p=.000) which is below 0.05 and, therefore, there is a statistically significant difference between the

various school factors and the academic performance of pupils in public and private schools.

#### **4.5 Influence of Teacher Factors and Learners' Academic Performance**

The second objective sought to determine the influence of teacher factors on learners' academic performance in private and public primary schools. The result is seen are shown and discussed in the following details below.

##### **4.5.1 Teachers Workload**

The number of lessons a teacher takes per week was reviewed as an indicator of the workload the teacher bears. The result is shown in table 4.9 below

**Table 4.12: Teacher Workload**

Workload	Public		Private	
	Count	%	Count	%
We are overloaded	43	59.8%	16	56.0%
We are not overloaded	29	40.2%	20	44.0%
Total	72	100.0%	36	100.0%

From table 4.12, it is clear that both private and public-school teachers at 56.0% and 59.8% respectively were overloaded and only 40.2% and 44.0% of public and private schools respectively were not overloaded. The data analysis indicate that most public schools have low staffing of teachers compared to their counter parts in private schools, therefore being overloaded. This concurs with previous studies which indicated that this high workload does not allow the teachers to give their best effort. The overloaded

teachers' performance would be adversely affected because they have limited time to prepare for the lessons and review pupil assignments (Eshiwani, 2007).

Further analysis of teacher related factors was analyzed and presented in table 4.13 below.

**Table 4.13: Teacher Factors and Learners' Academic Performance**

Items measuring teacher factors	Public schools					Private schools				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Strongly agree	Agree	Neutral	disagree	Strongly disagree
availability of qualified teachers	48.27(42)	41.37(36)	-	-	24.9(9)	60.97(25)	31.70(13)	-	4.87(2)	-
Transfer to a different school	36.78(32)	21.2(16)	-	-	54.5(39)	53.1(19)	21.9(8)	-	-	25(9)
Teachers' weekly teaching workload	55.17(48)	37.93(33)	-	6.89(6)	-	78.04(32)	19.5(8)	-	2.4(1)	-
Teacher motivation	71.26(62)	28.73(25)	-	-	-	73.17(30)	12.19(5)	14.63(6)	-	-
Teachers' experience & qualifications	88.5(77)	11.49(10)	-	-	-	85.36(35)	11.76(11)	-	-	-
Teacher organizing of the instructional environment	74.7(65)	25.87(22)	-	-	-	78.04(32)	19.5(8)	-	-	-



From the study, it was found out that 48.27% and 60.97% and 41.37% and 31.70% respondents strongly agree and agree from public and private schools respectively that, availability of qualified teachers play a vital role in pupil academic performance in both public and private schools. Teacher qualification has been found to have positive effect on the performance of pupils in most cases. Education qualification equips the human resource with knowledge and skills to do the teaching work and impart the same to learners. This finding agrees with those of other studies done elsewhere and who asserts that availability of qualified teachers determined the performance of pupils in schools (Musau & Migosi, 2015; Akinsolu, 2010).

From the study, it was established that transfer of teachers to a different school does not affect academic performance in public schools with 54.5% and 25% of the study respondents in public and private schools strongly disagree, while 36.78% and 53.1% of respondents in both public and private schools strongly agree that transfer do affect academic performance. Human resource is important in any institution or organization and its stability in terms of deployment is significant in enhancing production. Teacher transfer has always created under-staffing and when done in the course of the academic calendar, it can impact negatively learners. The finding from the study indicate that stability is important as indicated by respondents in private schools. This concurs with the findings of Musau & Migosi (2015) that teacher effectiveness is higher after a transfer to a different school and teacher-school matching can explain a non-negligible part of teacher quality.

From the study, it was established that weekly teaching load of teachers significantly contributes to pupil academic performance as 55.17% and 78.04% of the study

respondents of public and private schools strongly agree with 37.93% and 19.5% agreeing. Many schools especially public schools experience high pupil-teacher ratio which may impact on the quality teaching. Private schools have good PTR enabling them to have good contact with the learners and make good assessment within schedule. This finding corresponds to those of Odhiambo (2010) who noted that teachers' weekly teaching workload and the growing demand from the Kenyan government and the public for teacher accountability in pupils' academic performance seems to influence performances in most schools.

The study found out that teacher motivation is important to pupil academic performance in private and public schools with 73.17% and 71.26% of the respondents strongly agree and 28.73% and 12.19% agree respectively. Teacher motivation can be a driving force to academic performance and develops out of the school leadership and the stakeholders in education. salary alone cannot be a motivating factor, but other forms of motivation can boost the teaching morale of teachers. This study finding agree with those by Yala & Wanjohi (2011) who noted that Kenyan teachers who excel in their subjects are rewarded during education days in their respective regions especially at county.

From the study 85.36% and 88.5% of the respondents strongly agree respectively that teachers' experience and qualification are necessary contributory factor in pupil academic performance in private and public schools respectively. Teacher experience and qualification are central in determining the success of pupils' learning process. In Kenya, teachers who are employed by the Teachers Service Commission meet the employment criteria and many have served for long in the teaching service and the upper classes in primary schools are allocated such teachers. This finding agrees with the findings of Yala

& Wanjohi (2011) & Adeyemi (2010) who understood that teachers' experience and educational qualifications were the principal predictors of pupils' academic accomplishment.

In the study, it was found out that teachers' organization of the instructional environment was vital in contributing to enhanced pupil academic performance in both public and private schools in Kiminini sub county as indicated by 78.04% and 74.7% of the respondents in private and public schools strongly agreeing respectively. Curriculum implementation is critical in learner achievement and it depends on the instructional conditions available in the school. Learning environment is central in the production process which enables the teacher and the learner to interact well. The findings support those of Asiru (2014) who notes that; the roles of a teacher include; organizing the instructional environment, setting time framework and carrying out the instructional process. It is upon the teacher to ensure that the learning environment is good for instructional purpose so as to enhance academic attainment of pupils in primary schools.

#### **4.5.2 ANOVA Results for Teacher Factors and Learners Academic Performance**

The study also sought to test whether there was statistical significance between teacher factors and academic performance in private and public schools. The results are presented in Table 4.14

**Table 4.14: Teacher Factors**

		Sum	of	Mean		
		Squares	df	Square	F	Sig.
Performance in public	Between Groups	36.347	3	12.116	191.351	.000
	Within Groups	4.306	68	.063		
	Total	40.653	71			
Performance in private	Between Groups	35.854	3	11.951	142.003	.000
	Within Groups	5.639	67	.084		
	Total	41.493	70			

The significance value for both performance in public and private is .000 ( $p=.000$ ) which is below 0.05 and, therefore, there is a statistically significant difference between the various teacher qualifications and the academic performance of pupils in public and private schools. This can be interpreted to mean that there was no significant difference in the influence of teacher qualification in both private and public schools inasmuch as the results of performance in private schools showed a slightly lower mean square result.

#### **4.6 Influence of Parents' Socio-Economic Status on Academic Performance**

The fourth objective sought to determine the influence of parental socio-economic status on learners' academic performance in private and public primary schools. The social economic status can, among other things, be deduced from the frequency and duration of the students' absence from school due to lack of school fees for private schools and general upkeep for primary schools. The result is seen in table 4.15 below.

**Table 4.15: Parents' Socio-economic Factors and Academic Performance**

	Public					Private				
Items measuring socio-economic status	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Family play important role in determining future career	74.71(65)	14.94(13)	-	10.34(9)	-	85.36(35)	14.63(6)	-	-	-
The expectations & behaviors in the family affects academic performance	74.71(65)	20.68(18)	-	-	4.9(4)	68.29(28)	12.19(5)	-	19.5(8)	-
Family educational background contribute to learning process of child	59.77(52)	34.48(30)	-	5.74(5)	-	65.8(27)	24.4(10)	-	-	9.75(4)

The degree of family happiness/divorce/conflict affects pupil academic performance	85.05(74)	11.49(10)	-	-	3.45(3)	87.8(36)	12.19(5)	-	-	-
There is influence of family income/salary	89.65(78)	10.34(10)	-	-	-	92.68(38)	7.31(3)	-	-	-
Facilities at home affect pupils' achievement	72.41(63)	17.24(15)	-	10.34(9)	-	60.97(25)	24.4(10)	-	14.6(6)	-
Mothers education level influence performance in a child	64.36(56)	22.99(20)	-	11.5(10)	-	65.85(27)	29.3(12)	4.8(2)	-	-

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From the study, it was found out that 74.71% and 85.36% of the respondents in both public and private schools strongly hold that family is the foundation of determining the future career of a pupil. Pupils come from diverse family backgrounds that may have an effect on their future in terms of early preparation, set targets among others. It forms the basis of child expectations. The study found out that the family is the foundation that will determine the future career that a pupil will aim at. This concurs with study findings of other scholars such as Aliyu (2016) who notes that, the family play a major role in determining one's future career through socializing the young one into vacation or trade for self-reliance, by subjecting the child to either the vacation of the family or any desirable labor before the child becomes adult.

The data from the respondents established that 74.71% and 68.29% were strongly agreeing to the fact that family expectations on the pupils' learning can determine the academic performance of most pupils in KCPE in primary schools in Kiminini Sub County. Many families set certain expectations they want their children to attain in their life based on the level of education to be attained. The study found out that pupils have to meet family expectation which becomes the driving force behind their academic performance. Some pupil respondents said;

“my parent wants me to perform well and join a national school where I can study well and be able to join a university to do medicine. Being a doctor, my parent says is good and one can earn higher salaries and be respected in the society.”

The study therefore findings correspond to those of Verdugo (2010) who stated that the expectations and behaviors presented in the family can have a focal effect on academic performance.

From the study findings, it was established that parental education level play an important role in determining pupils' academic achievement among schools in Kiminini Sub County with 59.77% and 65.8% strongly agreeing and 34.48% and 24.4% respondents agreeing respectively among the public and private schools. Low parental education expectations, minimal parent contact with the school, lack of homework monitoring or study aids and infrequent discussions with a child about school are all linked to lower school performance. According to King, et.al; (2010), closeness between parents and their children is significant to the well-being of children.

In the study 85.05% and 87.8% of the respondents of public and private schools strongly agree that families that experience conflict will definitely affect the performance of their children with 3.45% strongly disagreeing from public schools. Children who come from families in which conflict and divorce are prominent typically do worse in school than children who come from families without divorce. School programs are not designed to accommodate dysfunctional families and emphasize the need to provide various measures of support. Some pupils who were interviewed said this concerning their families;

“Since our parents separated, we have faced difficulties in getting good care by the one we live with. Sometimes we don't go to school for we participate in providing labor to meet our food requirements.”

The finding is similar to that of Asikhia (2010) who agreed that, the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from and the degree of marital happiness as families that experience divorce is strongly associated with a child's inability to achieve higher within school (Potter, 2010).



Similarly, for those who have only fathers without mothers miss out motherly love and wish to associate with females all the times.

The study found out that 89.65% and 92.68% of the respondents of public and private schools strongly agree that family income and salary are important contributory factor to pupils' academic performance in most schools and a further 10.34% and 7.31% of the respondents agree respectively. Parents who are endowed with resources are in a position to provide for their children unlike those without. Pupils from diverse socio-economic backgrounds face challenges while undertaking their studies and may influence their output at the end. The study found out that family income and salary contribute enormously to the academic performance of most pupils in public and private schools. This concur with the findings of Udida, et.al; (2012), Singh & Choudhary (2015) & Mushtaq, et.al; (2016) who agreed that, family characteristics are major source of disparity in pupil's educational outcomes. They stressed further that pupil's academic performance is influenced by the socio-economic background of their parents. Children within low-income families are less likely to earn passing grades within their middle school years than children within middle and upper income families

In the study, it was established that facilities at home play a significant role in pupils' academic performance as indicated by 72.41% and 60.97% of the respondents in public and private schools strongly agreeing and 17.24% and 24.4% agree respectively. The study found out that home facilities are important in the academic attainment of many pupils in primary schools. The facilities create a good environment where they can do their assignments and revision out of school hours. The availability of space and lighting system is a necessity for such home environment and different families have different

facilities and there are those endowed and not. The finding is similar to what Saifi & Mehmood (2011) who investigated the effect of socioeconomic status on pupil's performance and found out that parental facilities at home affect the pupil's achievement.

From the study, 64.36% and 65.85% of the respondents from public and private schools strongly agree and 22.99% and 29.3% agree respectively that mothers' level of education has an influence on the academic performance of pupils in primary schools. Verdugo (2010) observed that, mothers educational level was found to be significantly related to children's performance in school compared to children whose mothers were less educated. Parents have different educational attainment which may contribute to pupil academic performance. The study found out that parental level of education is significantly related to pupils' academic attainment. It was found in other studies that concur with this that the family is one of the most important social institution and agent of socialization charged with the responsibility for among other things determining one's attitude toward intellectual training, character training and vocational training (Gambo, 2016).

#### **4.6.1 ANOVA Results for Parents' Socio-Economic Factors and Academic**

##### **Performance**

The study also sought to test whether there was statistical significance between socio-economic factors and academic performance in private and public schools. The results are seen in Table 4.16 below.

**Table 4.16: Anova: Parents' Socio-economic Factors and Academic Performance**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.083	4	3.521	8.488	.000
Within Groups	41.479	100	.415		
Total	55.562	104			

The significance value for the results is .000 ( $p=.000$ ) which is below 0.05 and, therefore, there is a statistically significant difference between the various socio-economic factors and the academic performance of pupils in public and private schools. This can be interpreted to mean that socio-economic factors had a significant positive influence on the academic performance of the pupils and which based on the descriptive analysis shows that it had a more significant influence on the academic performance of pupils in private schools than the public schools.

#### **4.7 KCPE Results**

The study sought to find out the KCPE results and based on the documents seen by the researcher of results within the scope of this study, 2007-2010, the results are hereby presented in table 4.17 below.

**Table 4.17: Primary Schools KCPE Mean Scores for the Period 2007 To 2010**

<b>School</b>	<b>Year</b>				<b>School</b>	<b>Year</b>			
	<b>Public</b>					<b>Private</b>			
	2007	2008	2009	2010		2007	2008	2009	2010
<b>Average</b>	<b>5.68</b>	<b>5.48</b>	<b>5.37</b>	<b>5.51</b>	<b>Average</b>	<b>6.96</b>	<b>6.90</b>	<b>7.05</b>	<b>7.35</b>
<b>Score</b>					<b>score</b>				

The study regarded schools with mean scores below 5.5 as underperforming. Therefore, majority of the studied public schools were underperforming with means of 5.68, 5.48, 5.37 and 5.51 for 2007, 2008, 2009 and 2010 respectively; compared to private schools that had means of 6.96, 6.90, 7.05 and 7.35 for years 2007, 2008, 2009 and 2010 respectively. This supports the reviewed literature that shows that private primary schools are performing better than public institutions (Eshiwani, 2007; Gay, 2010, UNESCO, 2004).

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains a summary of findings, the conclusions drawn and the recommendations made thereof. It finally offers the suggestions for further research.

#### **5.2 Summary of Findings**

##### **5.2.1 Learner Factors and Academic Performance**

Based on the objective one on learner factors, majority of respondents had significant family sizes of over 5 family members in both private and public schools. The study regarded schools with mean scores below 5.5 as underperforming. Therefore, majority of the studied public schools were underperforming with means of 5.68, 5.48, 5.37 and 5.51 compared to private schools that had means of 6.96, 6.90, 7.05 and 7.35 respectively. It is evidently clear that majority of public schools agreed that peer influence significantly affected academic performance. Moreover, over half of respondents from private schools agreed with the assertion. When asked if girls perform better than boys in academics, majority of the respondents from public school disagreed, however many agreed from private schools. Pupil related issues are important in understanding performance in KCPE in both public and private primary schools. Learner characteristics need to be understood and be used to explain the academic performance in primary schools. The gender of the pupil plays an important role in the academic performance in most cases as many respondents point that there is a significant difference in the performance of boys and girls.

### **5.2.2 School Factors and Academic Performance**

Based on the second objective on school factors, textbooks and other teaching resources were adequate in both public schools and private schools. Adequate facilities included classroom building, computers and learning materials. In Public and private schools, washroom cleanliness and freshness was observed. Further, majority of head teachers in public and private schools had first degrees followed by those with Masters and only with diploma qualifications. It is evidently clear that majority of public schools disagreed that the head teachers held regular staff meetings and with a few agreeing and also were undecided respectively. However, majority of teachers from private schools agreed with the assertion and with a few disagreed and undecided. When asked if the head teachers regularly checked relevant documents including the scheme of work and lesson plans, most of the teachers from public schools disagreed with few agreeing and undecided. However, from private schools, many agreed with minority being undecided and disagreed. When asked if the head teachers evaluated the performance of teachers, majority of teachers from public school disagreed. However, from private schools, many agreed with few disagreeing. Finally, on whether the head teachers engaged in both extrinsic and intrinsic motivation, many teachers from public school disagreed and almost a quarter agreed and the same percentage were undecided. However, in private schools, majority agreed and a quarter disagreed. School related factors are important in the performance of pupils in the KCPE and should be considered while addressing the issue of performance in both public and private primary schools. The role of the head teachers in improvement of performance is critical for they are the managers of the human and physical facilities that are used in the teaching and learning process.

### **5.2.3 Teacher Factors and Academic Performance**

Based on the third objective on teacher factors, it is clear that majority of teachers in public school had diploma in education qualifications followed by those with both certificate and degree in education and a minimal with masters' degree in education. From private schools, a good number had degree and diploma in education and certificate and none with masters. All teachers in the primary level hold a P1 teacher training certificate before undertaking further studies. This means that all teachers in both public and private schools are holders of a primary school college certificate. It is clear that half of the public teachers had worked at their stations for between 5-10 years and a few had worked for less than 5 years and between 11-15 years. On the other hand, in private institutions, half had worked for between 10-15 years and almost half had worked for between 11-15 years and few for less than 5 years. It is clear that both private and public-school majority of teachers were overloaded and less than half public and private schools respectively were not overloaded. There seems to be teacher deployment imbalance in both public and private schools. Staffing needs to be balanced to enable a good working environment. The level of qualification and training need to be considered when developing policies to improve academic performance in primary schools in Kiminini Sub County. Teacher deployment is crucial and their workload. Many schools have teachers who have served long in their stations without any improvement in pupil academic performance. The teacher workload is wanting especially in public primary schools and there is need for teacher balancing in the county.

#### **5.2.4 Parents' Socio-Economic Status and Academic Performance**

Based on the fourth objective on parental socio-economic status, it is evidently clear that majority of public schools agreed that the number of learners missing school because of lack of money was high. From the result, a low percentage disagreed and also were undecided respectively. Moreover, majority of teachers from private schools agreed with the assertion, most disagreed and few were undecided. When asked if in their opinion, high income homes presented bright learners, many teachers from public school disagreed with very few agreed. However, from private schools, over half agreed and few were undecided and disagreed. The socio-economic background of pupils need to be considered while addressing the issue of pupil academic performance in the KCPE. Family background has an influence on the academic performance for many pupils both in public and private schools. Pupil absenteeism influence academic performance especially in public primary schools as a result of families failing to have an income to support them. Socio-economic issues need therefore to be considered while addressing the issue of academic performance among pupils in the KCPE.

#### **5.3 Conclusions**

Based on the objectives and findings of the study, the following are the conclusions:

Based on objective one on learners' factors, the family sizes were significantly large. Majority of the studied public schools were underperforming compared to private schools. Moreover, peer influence significantly affected academic performance. There was also difference in gender performance with girls performing better in private schools and boys better in public schools. The learners with single parents also experienced problems. It can therefore be concluded that learner factors in public primary schools



negatively affected academic performance as compared to the more effective private schools in Kiminini Sub County.

Based on the second objective on school factors observations revealed that physical facilities in private primary schools had better facilities as compared to those of public primary schools. And while both categories were adequately well trained, private school heads showed a more significant educational level than their public-school counterparts. However, staff meetings were not as regular in public schools as was in private schools. Supervision of relevant school and teaching documents was not as regular and effective in public schools as was in private schools. Moreover, evaluation of the performance of teachers was not as regular and effective in public schools as was in private schools. Further, engagement of principals in both extrinsic and intrinsic motivation was not as regular and effective in public schools as was in private schools. It can therefore be concluded that school factors like lack of physical resources, poor leadership and administration in public primary schools negatively affected academic performance as compared to the more effective private schools in Kiminini Sub County.

Based on the third objective on teacher factors, as far as teaching was concerned, both private and public schools had significantly qualified teachers with many going beyond the basic qualifications. The teachers were further significantly experienced. It is clear that both private and public-school teachers were however overloaded. It can therefore be concluded that teachers were adequately qualified and experienced to improve academic performance in both public and primary schools in Kiminini Sub County.

Based on the fourth objective on parents' socio-economic status, the socio-economic status of parents caused truancy and absenteeism. There was also a feeling that the ability of parents to pay school fees created brilliant pupils inasmuch as this was disagreed to by public school teachers. It can therefore, be concluded that parental socio-economic status negatively affected academic performance in public and private schools in Kiminini Sub County.

#### **5.4 Recommendations of the Study**

Based on the objectives and conclusions, this study recommends;

The public-school management should mobilize resources to supply adequate physical resources like classrooms, books, other teaching and learning resources and school buildings in their schools to try and catch up with their more endowed private schools and hence improve academic performance of their learners. The public-school management should also employ transformational leadership techniques to help them lead their respective schools to academic success. They should engage in workshops and other professional training to help them in that regard.

Teachers in both private and public schools have good professional training and level of education which should be utilized to enhance pupil academic performance. They are professionally qualified; hence their job description should be adequately being handled to ensure there is production in their schools.

The school management in public schools should create a policy that controls teacher workload so that they are not overworked as compared to their more effective private counterparts.

The public and private schools should follow government policy guidelines on gender to ensure both boys and girls have full access to education. any obstacles to their learning should be addressed to ensure they have equal opportunities in learning.

### **5.5 Recommendations for Further Research**

The following are areas suggested for further study;

1. Further study can be undertaken to investigate factors influencing academic performance in Kenya Certificate of Secondary Education Examinations in Public schools.
2. Another study can be done to analyze the contribution of pre-and post-service teacher training on students' performance in Kenyan primary schools.

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## **APPENDICES**

### **APPENDIX 1: INTRODUCTORY LETTER**

I am Murunga Tobister a student of Moi University. I am pursuing a master of education, in education administration, school of education.

To carry out my study, research is a requirement and to be able to write my theses, data is collected from respondents related to the topic.

Due to the above, I have identified you as one of my respondents in the study. Kindly fill the questionnaire attached to this request.

All information given is held with confidentiality and regulations governing research which I have duly signed.

Regards

Yours

**Murunga Tobister**

**EDU/PGA/1019/09**

## APPENDIX 2: HEAD TEACHER AND TEACHER QUESTIONNAIRE

Kindly fill the undersigned questionnaire to your best knowledge of the information you have concerning the research topic above.

### Section A: Demographic Information

**Tick as applies to you as my respondent in my study**

1. **Your status in the school:** Head teacher.....

Teacher.....

2. **School category:** Public.....

Private.....

3. **Gender:** Male.....

Female.....

**4. Your Age in any of the categories below**

18-25 .....

26-35 .....

36-45 .....

46-55.....

Above 55.....

**5. Level of Education**

Certificate.....

Diploma.....

Degree.....

Masters.....

PhD.....

**6. Years you have worked as a teacher**

Below 5.....

5-10.....

10-15.....

Over 15.....



## SECTION B: LEARNER CHARACTERISTICS AND ACADEMIC

### PERFORMANCE

Below are some learner related factors that have influence on their academic performance in school. Rate them according to your understanding based on your school situation.

They are rated as **5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly**

**Disagree**

Learner characteristics and pupil academic performance in KCPE	5 Strongly agree	4 agree	3 Neutral	2 Disagree	1 Strongly disagree
age are predictors of pupil academic achievement					
home environment has an exceedingly great role to play in academic performance					
female pupils have high scores on academic performance as compared to male pupils					
Children in intact families who experience divorce perform worse after breakups					
gender are predictors of pupil academic achievement					

## SECTION C: TEACHER RELATED FACTORS AND ACADEMIC

### PERFORMANCE

Below are some teacher related factors that have influence on their academic performance in school. Rate them according to your understanding based on your school situation. They are rated as **5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree**

Teacher related factors and pupil academic performance in KCPE	5 Strongly agree	4 agree	3 Neutral	2 Disagree	1 Strongly disagree
availability of qualified teachers					
a transfer to a different school					
Teachers' weekly teaching workload					
Teachers rewarded/motivation					
Teachers, subject knowledge					
teachers' experience and educational qualifications					
Teacher organizing of the instructional environment					

## SECTION D: SCHOOL RELATED FACTORS AND ACADEMIC

### PERFORMANCE

Below are some School related factors that have influence on their academic performance in school. Rate them according to your understanding based on your school situation.

They are rated as **5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly**

**Disagree**

School factors and pupil academic performance in KCPE	5 Strongly agree	4 agree	3 Neutral	2 Disagree	1 Strongly disagree
The availability of resources					
a rapid increase in the school-going population					
If school environment is not conducive for learning					
a combination of both transformational and transactional leadership attributes					
Supervision of teaching by the head teacher					

**SECTION D: PARENTAL SOCIO-ECONOMIC STATUS FACTORS AND  
ACADEMIC PERFORMANCE**

Below are some parental (SES) related factors that have influence on their academic performance in school. Rate them according to your understanding based on your school situation. They are rated as **5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree**

<b>Socio-economic status and pupil academic performance in KCPE</b>	<b>5 Strongly agree</b>	<b>4 agree</b>	<b>3 Neutral</b>	<b>2 Disagree</b>	<b>1 Strongly disagree</b>
Family play a major role in determining one's future career					
The expectations and behaviors in the family affects academic performance					
minimal parent contact with the school, lack of homework monitoring and infrequent discussions with a child about school					
family educational background play pivotal role in the learning process of the child					
the degree of marital happiness/divorce/conflict					
the household income/salary					
facilities at home affect the pupil's achievement.					
mothers level of education					

**APPENDIX 3: INTERVIEW GUIDE**

1. What are the main problems you face in your studies in school?
2. Is your home good for reading after school?
3. Do your parents provide you with all requirements?
4. Some schools have good facilities. Do you wish to study there?
5. Some of your friends who are in private schools perform better than you. Why do you think is the reason?
6. Do you live with your parents?
7. How many teachers do your school have?
8. Have your school received the laptops and textbooks as promised by the government?
9. What problems do your classmates face while at home?