

ABSTRACT

Studies worldwide have revealed that government educational policies, socio-cultural, economic and school factors do affect academic performance of pupils. In Matete Sub County, the performance of pupils at KCPE has been declining from the year 2012-2015, with a mean of 248. What was unknown the extent government educational policies, social cultural, economic and school factors affect the academic performance of primary school pupils in public primary schools in Matete sub-county. The purpose of the study was to establish extent to which selected factors affect academic performance of pupils in Matete sub-county, Kenya. The objectives of the study were to: establish the extent to which government educational policies, establish the extent to which socio-cultural factors, determine the extent to which economic factors and establish the extent to which school factors affect academic performance of pupils in public primary schools in Matete sub-county, Kenya. A conceptual framework was used to show the relationships between the dependent variable and independent variables. The study adopted a descriptive survey design. The study population comprised of 49 head teachers, 49 senior teachers, 75 standard eight class teachers, 1759 class eight pupils, and 1 Sub County Quality Assurance Officer. The study sampled 44 head teachers, 44 senior teachers and one sub-county Quality Assurance Officer who were selected through saturated sampling technique. Sixty three class eight teachers were selected through simple random sampling technique. It also comprised 525 standard 8 pupils, who were selected through stratified sampling technique. Instruments for data collection were questionnaire, interview schedules, focus group discussions and document analysis guide. Face validity of the instruments was ascertained by experts in educational administration. Pilot study was carried out among 15 pupils, 5 head teachers, and 5 senior teachers. A Cronbach's coefficient alpha of 0.7 was found; hence the instruments were reliable. The quantitative data was analyzed using descriptive statistics. The qualitative data was transcribed and categorized on an on-going process as themes and sub themes emerge. The study showed that Government policies moderately affect academic performance with a mean of 3.39. Staffing policy profoundly affected performance with a mean of 4.39. Socio-cultural factors affect academic performance with a mean of 3.88. Economic factors were rated at 3.81, hence, affect performance. School factors affected pupils' academic performance at a mean of 3.98. The study concluded that the government educational policies, socio-cultural economic and school factors affect academic performance of pupils. The study recommends that the government should streamline the staffing policy. Pupils should limit their participation in cultural activities. The government should also enhance poverty eradication strategies. The head teachers should address school factors that affect the performance of pupils. The study provides the educational stakeholders with hints on the extent various factors affect the academic performance of pupils, hence should be given attention accordingly.