

**SELECTED FACTORS AFFECTING ACADEMIC PERFORMANCE OF PUPILS IN
PUBLIC PRIMARY SCHOOLS IN MATETE SUB COUNTY, KENYA**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

This Thesis is my original work and has not been presented to any other university for a degree.

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DEDICATION

This work is a special dedication to my parents, the late Natili Imbusi and Dorcas Khaluyile for their love, care and ensuring that I went to school. My elder siblings, John, Wanyona, Mary, and Phena, were also very loving after my mother passed on in 1974 when I was a toddler.

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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.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	:	Board of Management
CAT	:	Continuous Assessment Tests.
CBE	:	Curriculum Based Establishment
CDF	:	Constituency Development Fund
CEDAW	:	Convention on the Elimination of All Forms of Discrimination against Women.
EFA	:	Education for All
FAWE	:	Forum for African Women Educationists
FPE	:	Free Primary Education
K.C.P.E	:	Kenya Certificate of Primary Education.
KESSP	:	Kenya Education Sector Support Programme
NARC	:	National Rainbow Coalition
P.T.A	:	Parents Teachers Association
S. M .C	:	School Management Committee
S.E.S	:	Social Economic Status
U.N.D.P	:	United Nations Development Programme
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations International Children Educational Fund
PPOA	:	Public Procurement Oversight Authority

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is recognized by the United Nations as one of the basic human rights and considered to be instrumental to achieving social equality and higher economic growth (UNICEF, 1992). The need for better attainment of education was realized far back in 1990, at the World Conference on Education for All in Jomtien, Thailand when some 150 organizations agreed to “universalize primary education and massively reduced illiteracy by the end of the decade” (UNESCO, 2009).

In 2000, ten years later, the international community met again in Dakar, Senegal, and took stock of many countries being far from having reached this goal. They affirmed their commitment to achieving education for all by the year 2015, and identified six key measurable education goals. The six goals are: to expand early childhood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50%, achieve gender parity by 2005, gender equality by 2015 and improve the quality of education. According to Jean-Claude Guillemard 2010, the principal actors in EFA are governments and civil societies at the National level.

Since Kenya attained independence in 1963, illiteracy was identified as one of the three challenges that had to be overcome. Latest research reveal those 54 years after independence that challenge is yet to be eradicated. This research has been occasioned by

the perennial poor performance of pupils in public schools at the Kenya Certificate of Primary Education in Matete sub-county for the past four years (2012-2015).

The performance of primary school pupils in public schools in Matete Sub County for the period 2012-2015 has been quite appalling as shown in Table 1.

Table 1: Performance of pupils in Sub Counties in Kakamega county from the year 2012-2015.

POSITION	SUB-COUNTY	Mean Grade In KCPE From 2012-2015				Overall
		2012	2013	2014	2015	Mean
1	Mumias	282.1	284.7	277.1	285.6	282.4
2	Likuyani	275.1	273.1	267.1	273.7	272.4
3	Kakamega South	266.4	273.7	273.9	272.4	271.6
4	Kakamega Central	269.4	269.8	262.3	267.6	267.3
5	Kakamega East	256.8	262.8	260.0	269.1	262.2
6	Butere	262.3	263.0	254.6	248.4	258.3
7	Matungu	257.5	262.1	256.4	256.0	258.0
8	Khwisero	262.0	262.1	258.1	246.1	257.1
9	Navakholo	258.2	256.6	253.7	251.8	255.1
10	Lugari	255.0	252.3	252.5	249.9	252.9
11	Matete	257.7	250.0	250.1	235.9	248.4
12	Kakamega North	245.0	248.7	243.8	251.6	247.3

Source: County Education Office-Kakamega 2015.

From Table 1, above, it is apparent that the performance of pupils at K.C.P.E has been declining from the year 2012, 2013, 2014, and 2015, recording a mean of 257.7, 250.0, 250.1 and 235.9 respectively. During that period, the sub-county recorded an average

mean mark of 248.4. This mark cannot enable a pupil to join neither a national school nor extra county schools. Most of them end up dropping out of schools or enroll with sub-county schools where performance at K.C.S.E is generally poor, hence lowering their chances of progression to higher academic levels. Progression of pupils from primary school level to secondary is usually determined by performance at K.C.P.E. Poor performers are disadvantaged. The worst performance with the worst mean deviation is analyzed below.

Table 1.2. Mean deviation of Kakamega Sub-Counties in the years 2014-2015;**Source: Kakamega County Education Office, 2015**

SNO	SUB-COUNTY	NO. OF SCHOOLS	TOTAL	ENG	KISW	MATHS	SCIE	SSRE	2015	2014	DEV
1	Mumias	90	4876	58.56	60.40	57.02	54.37	54.90	285.59	277.13	8.46
2	Likuyani	82	4144	54.36	57.55	52.71	54.17	54.79	273.73	267.07	6.66
3	Kakamega South	72	2332	54.90	56.31	52.58	54.18	54.48	272.44	273.86	-1.42
4	Kakamega East	94	3623	56.38	57.42	50.59	52.28	53.17	269.08	260.01	9.07
5	Central	76	3777	51.75	55.70	49.29	51.21	51.38	267.56	262.35	5.21
6	Matungu	63	3499	51.80	52.35	52.88	48.97	49.95	255.95	256.42	-0.47
7	Kakamega Navakholo	70	3532	50.22	52.76	51.19	48.44	49.17	251.78	253.66	-1.88
8	North	125	5331	49.58	53.39	48.69	49.87	49.76	251.59	243.79	7.80
9	Lugari	65	3605	50.31	54.28	46.48	49.08	49.66	249.85	252.52	-2.67
10	Butere	76	3597	49.93	54.33	48.31	48.33	48.50	248.37	254.55	-6.18
11	Khwisero	62	2537	48.81	52.55	48.28	50.31	48.79	246.06	258.14	-12.08
12	Matete	46	1759	45.03	50.38	46.29	46.59	47.59	235.88	250.08	-14.20
	Total	921	42612	51.80	54.79	50.36	50.65	51.01	258.99	260.13	-1.14
	County Mean	258.99									

The above Table shows the mean deviation in the performance of different sub-counties in Kakamega County in the years 2014-2015. From the performance, Matete sub-county recorded the highest mean deviation of -14.20. This is a worrying trend that requires immediate attention.

The introduction of FPE in 2003, following the passing of the Children Act 2001, has led to vital educational achievements. Enrolment in public schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003, a 17% increase. Despite FPE making it easier for pupils to access education, the performance at KCPE has not improved. Mwendwa (2011) in her study, found that FPE has led to the decline in academic

performance. Her study however did not look at the extent other government policies affect performance, it only examined FPE. This is the knowledge gap which this study tried to establish.

According to Scott et al (2009), girls who are provided sanitary pads also reported an improved ability to concentrate in schools, higher confidence levels and increased participation in a range of everyday activities while menstruating. The study of Scott dwelt on “impact of providing sanitary pads to poor girls in Africa .On the other hand this study established the extent the provision of sanitary pads affects pupils academic performance as a gap in Scott’s study.

Gakure 1977, cited in Kibera and Kikomoti, (2007), revealed that wealthier and better educated parents sent their children early to private nursery schools and create conducive learning environment at home. This put their children at an advantage in school work compared to children of poor parents. The occupation status of parents determine student achievement. Kibera and Kikomoti’s study was on sociology of education in Africa. It studied on how wealthy parents sent their children to school and create conducive environment at home, hence contributing to the child’s academic progress. On the other hand this study investigated besides economic factors, the socio-cultural, government policies and school factors affecting the academic performance of learners.

Mukhongo (2003) in his study on the influence of circumcision ceremony in education of primary school pupils among the Bukusu community in Kanduti division of Bungoma ,Kenya, found out that primary learners tend to drop out of school at a higher rate during circumcision period than any other season. Mukhongo’s study was on “Influence of circumcision ceremony on education of primary school pupils in Kanduyi division

,Bungoma. This study on the other hand, established the extent those ceremonies affect the academic performance of pupils.

According to the study carried out by Ubogu (2004),lack of basic needs like learning materials could not provide a suitable mind and conducive environment for pupils to study. Besides the above, he found that pupils frequency of absenteeism affects performance. He asserts that the effect of absenteeism and irregular school attendance is that materials taught is difficult to understand when studied on one's own. Continued loss of class result to loss of content and knowledge. Ubogu's study however, dwelt much on causes of absenteeism and drop out among secondary school students in Delta Central Senatorial District of Delta State Nigeria. This study established besides school factors, the extent the government policies, economic and socio-cultural factors affect the academic performance of pupils.

1.2 Statement of the problem

The performance of pupils in public primary schools in Matete Sub County for the period 2012-2015, has been quite dismal. The mean scores for the years 2012, 2013, 2014 and 2015, were 257.7, 250.0, 250.7 and 235.9 respectively. The result portrays a worrying trend of continuous decline in performance of pupils in K.C.P.E. The average mean in performance for that period was 248.4.The mean is too low, hence cannot enable pupil from Matete sub- county to compete with other pupils from other sub-counties for slots in national, and extra county schools. This hampers their academic progression to higher levels since the latter is by and large determined by the pupil's performance at K.C.P.E. Furthermore Matete sub-county recorded the highest mean deviation of -14.20 in KCPE

(2014-2015) compared to other sub-counties in Kakamega county. This deviation is so alarming, hence calls for immediate measures of establishing the causes and the corrective actions to reverse this trend.

From the year 2003, the government declared free primary education in all public schools, where parents do not pay tuition fees for the education of their children. Learning materials and teachers are provided by the government. However, despite free primary education and government funding teaching and learning resources, the sub-county still lack behind in academic performance. This study therefore endeavors to investigate the extent these government educational policies, economic, socio and school factors affect the academic performance of pupils.

1.3 Purpose of the Study

The purpose of the study was to establish the extent to which selected factors affect the academic performance of pupils in public primary schools in Matete sub-county.

1.4 Objectives of the Study

The objectives of this study in relation to Matete sub-county were to;

- i. Establish the extent to which government educational policies affect the academic performance of pupils.
- ii. Establish the extent to which socio-cultural factors affect the academic performance of pupils in the examinations.
- iii. Determine the extent to which economic factors affect the academic performance of pupils.

- iv. Establish the extent to which school based factors affect the academic performance of pupils.

1.5 Research Questions

- i. To what extent do the Government policies affect the performance of pupils in examinations?
- ii. To what extent do the socio-cultural factors affect the performance of pupils in the examinations?
- iii. To what extent do the economic factors affect the performance of pupils in the examinations?
- iv. To what extent do the school factors affect the performance of pupils in the examinations?

1.6 Significance of the Study

- i. The study may provide the education stakeholders with hints on the extent the government policies, socio-cultural, economic and school factors affect the academic performance of primary School pupils.
- ii. It will help education stakeholders to come up with strategies that can lead to improvement in academic performance in the sub-county.

1.7 Assumptions of the Study

- i. Schools are aware of the extent the government policies affect the pupils academic performances.
- ii. Schools are aware of the extent the socio-cultural factors affect pupils academic performance.

- iii. Schools are aware of the extent the economic factors affect the pupils academic performance.
- iv. Schools are aware of the extent the school factors affect the pupils academic performance.

1.8 A Conceptual Framework

Figure 1 is a conceptual framework showing the government policies, socio-cultural, economic ,school factors and intervening factors that affect pupils' academic performance .Factors affecting are presented as independent variables, whereas academic performance in KCPE,s presented as dependent variable. Intervening variable refers to the mediating variable. It occurs between the independent variable and the dependent variables. It is caused by independent variables, and is itself a cause of independent variable.

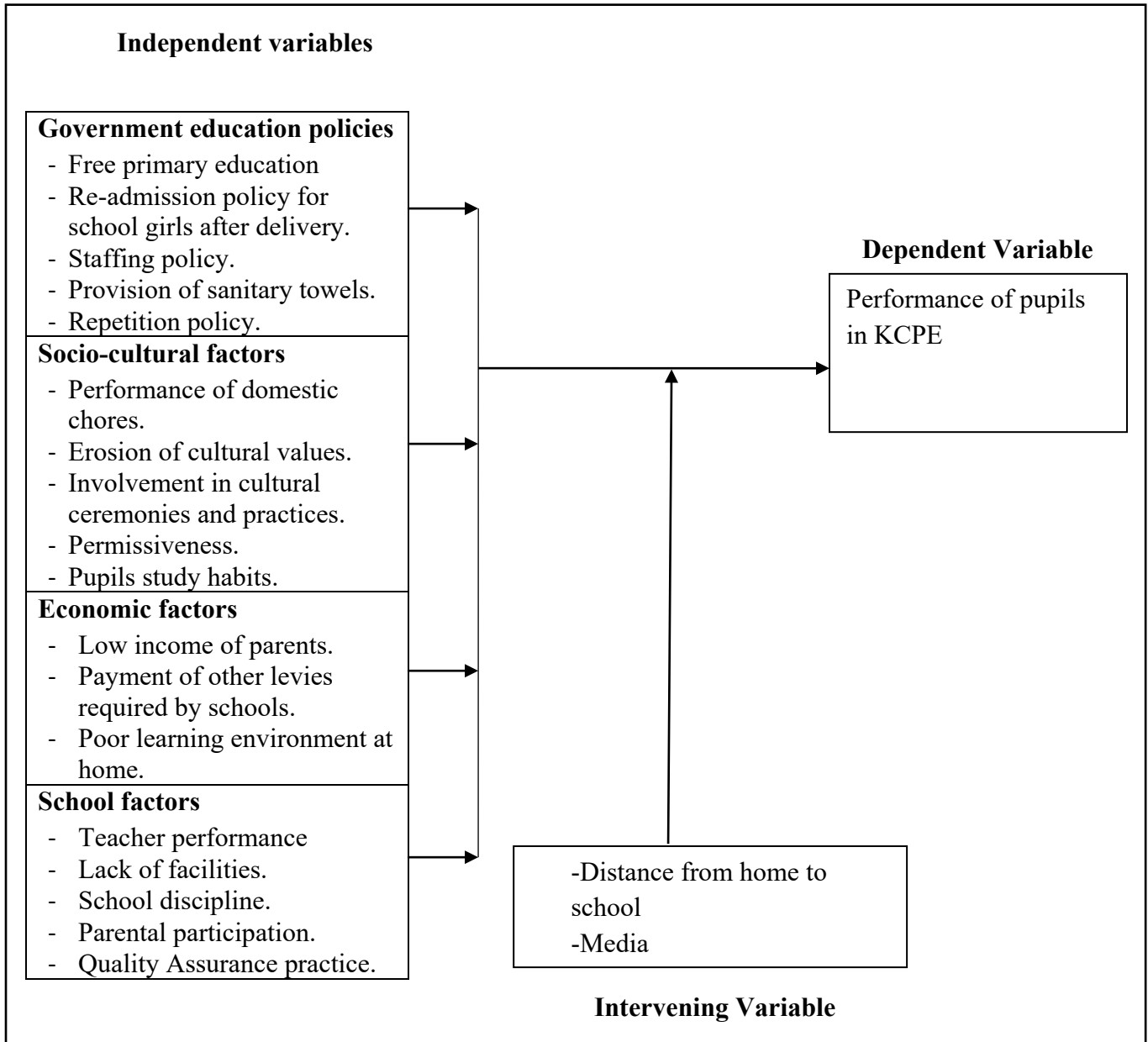


Figure 1.A Conceptual framework showing factors affecting academic performance of pupils.

Government policies like FPE, re-admission policy and staffing policy affect pupils in exams. With FPE, cases of pupils being send home for fees have been minimized, hence pupils can concentrate on their studies. On the other hand FPE, has compromised standards occasioned by overcrowded classes. Adequate supply of teachers to schools can

also improve the performance of pupils in exams, because such teachers are able to attend to the learners needs.

Involvement of learners in socio-cultural practices and ceremonies limits their study time. This eventually results in poor performance in exams. Economic status of parents affect the academic performance of pupils. Wealthy parents are able to buy for the pupils the resources required for learning, hence boosting their performance. On the other hand, parents of children from poor families are not able to buy for them learning resources required, hence such children are academically disadvantaged. Children from rich families therefore are likely to perform better than those from poor families. There are also a number of school factors which promote pupils academic performance and vice versa. Schools with facilities, motivated staff and high standards of discipline are bound to perform well. On the other hand schools with inadequate facilities, less motivated teachers, poorly supervised and rampant cases of indiscipline are likely to perform poorly. Intervening variables are mediating variables. It is caused by independent variable and it is a cause of dependent variable. If pupils trek for long distance before they reach their schools, they are bound to get fatigued, hence affecting their concentration in class. Mass media can also affect the pupils' performance especially if they spent a lot of time viewing programmes that have no educational value.

1.9 Scope of the Study

- i. This study covered the years 2012 – 2015.
- ii. The study was confined to Matete Sub County in Kakamega County.

- iii. The research was confined to performance of pupils in public primary schools and not private schools, because the problem is more serious in public than in private schools.
- iv. The study confined itself to four main categories of factors that affect pupils academic performance i.e. government educational policies, socio-cultural factors, economic and school factors.

1.10 Limitation of the Study

- i. A few of the respondents were uncooperative by not completing the questionnaires as expected.
- ii. Some of the schools were in very remote areas, so reaching them was not easy.

1.11. Operational Definition of Terms

Academic Performance: Performance of pupils at KCPE.

Economic factors : Factors emanating from the material wellbeing of people and how they impact on the performance of pupils.

Social-cultural factors : Factors that concern the peoples' way of life, cultural beliefs and practices.

Government policies : Policies made by the government pertaining the management of education.

Gender equality : Refers to equal treatment of women and men, boys and girls, So that they can enjoy the benefits of development including equal access to and control of opportunities and Resources.

Gender equity : Refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender.

Sexual violence : Victimization of people based on sex.

Socio cultural factors : The way of life of people, their beliefs and practices and how they impact academic performance of pupils.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section undertook a review of information from books, journals and research studies. Past studies on factors affecting the academic performance of pupils at both primary and secondary level globally and in Kenya were examined. The factors that affect the performance of pupil's examination were analyzed below.

2.2 Influence of Government Policies n Pupil Performance

The introduction of free primary education in January 2003, following the passing of children Act 2001, has led to vital educational achievements. Enrolment in public schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003, a 17% increase. Despite FPE making it easier for pupils to access education, the performance at K.C.P.E has not improved. Mwendwa (2011), in her study found out that FPE has led to decline in academic performance. Her study however did not look at the extent other government policies affect performance, it only examined FPE. This is the knowledge gap which this study tried to establish. It is therefore clear that the major impact of FPE is on access since the learners enrolment improved tremendously. But the higher number of learners constrained learning facilities and compromised standards of teaching, hence leading to decline in performance.

A comparison of pupils performance in the sub-county in the years 2008-2009 (before the introduction of FPE), Shows that the mean for the two years was 249.4 and 261 respectively (Kakamega County Education Director's office). With the introduction of

FPE, the average mean performance of pupils for the years 2012-2015, remained at 248.4. This implies that as policy, the government has to re-examine it with a view of streamlining the weak spots in it.

Another policy of the government as far as education is concerned is the re-admission policy on school girls who deliver. The policy of the government is that they should be re-admitted after delivery. Whereas the policy gives the pupil the second chance to pursue education, but it affects the performance of pupils. Shanigwa (2007), asserts that such learners tended to withdraw in class and were generally unable to participate in co-curricular activities, but were nonetheless able to compete with their peers in terms of their academic performance. Shanigwa's study dwelt on "educationally related challenges, faced by teenage mothers returning to school". This study endeavoured to look at the extent this re-admission policy affects the academic performance of pupils as a knowledge gap.

Another national policy affecting the performance of pupils is employment of teachers. The government has trained many teachers in the recent past. Most of these teachers are not employed immediately on completion of their training. Employment takes over 5 years to be effected. On the other hand, most public schools do not have adequate teachers. Those who are there are overloaded with work hence affecting quality. Such a situation affects the motivation of teachers. According to the World Bank (1986) report, teacher satisfaction is generally related to achievement. Satisfied teachers would concentrate hence enhancing academic performance of pupils. This report concentrated on how quality of schools affects performance, but this study will explore other factors. It agrees with Watkins (2000) who observed that in developing countries, children learn in

overcrowded classes. The advent of FPE aggravated the situation because the number of pupils has increased but employment of teachers is usually overlooked and given less priority by the government. Lidoro (2012), asserted that increased enrolment as a result of FPE has led to staff shortages in some schools. Staff shortages has led to increase in high pupil-teacher ratio. As a result of this, the teacher is not able to attend to the learners needs adequately, hence leading to poor performance. Lidoro's study however dwelt on "effects of FPE policy on teacher adequacy". It dwelt on how over enrolment as a result of FPE, has led to high pupil-teacher ratio. This study tried to examine the extent the government policy on staffing affects pupils academic performance as apppoint of departure from Lidoro's.

Another government policy that affects performance is the provision of sanitary towels. As a way of addressing the plight of the girl-child education, the government allocates funds towards the provision of sanitary pads to them. This policy should be included in the Children Act so that it is not just a favour for girls but necessary legislation should be put in place to make it more effective. According to Scott et al (2009),girls who are provided sanitary pads also reported an improved ability to concentrate in schools, higher confidence levels and increased participation in a range of everyday activities while menstruating. The study of Scott dwelt on "Impact of providing sanitary pads to poor girls in Africa. On the other hand, this study tried to establish the extent the provision of sanitary pads affects pupils academic performance as a gap in Scott's study. Chebii (2012) also agrees that provision of sanitary ware is a major determinant in achieving gender parity in education in Kenya and there is need to consider it a significant factor in education policy planning. Chebii's study was on "how lack of sanitary towels reduces

school attendance. But this study looks at the extent this policy affects academic performance of pupils.

On repetition of classes, the policy of government is that, there should be no forced repetition of classes. Some schools force pupils to repeat classes to attain better grades. Rono(nd),observed that repetition policy in Tanzania has led to some of the drop out cases. This study endeavours to establish how the repetition policy affect the academic performance of pupils to address that literature gap. She further observed that repetition is an extensive phenomena in low income countries. Government policies should be followed by tangible follow up activities and punitive measures for those who defy.

2.3 Economic Factors that Affect the Performance of pupils in National Examination

Economic factors affect the students 'performance in the national exams. Basil (2007), points out that poor parental care with deprivation of social and economic needs of a child usually yield poor academic performance of a child. He believed that good parenting, supported by strong economic background could enhance strong academic performance of the child. His study however wanted to establish factors influencing students' academic performance in Nigeria. This study tries to establish the extent these economic factors affects pupils academic performance in Matete sub-county.

Even in countries where primary education is free, as it is in Kenya today, there remain many costs, for example registration and exam fees, the costs of transport to school, uniforms and school meals and in kind payments such as labour provisions by parents

(Watkins, 2000). To meet the above requirements, schools frequently send children home; in the process such children miss lessons hence affecting their performance. Inability to pay these costs can lead to drop out and wastage. The findings of Watkins however are confined to the factors leading to drop out and wastage of girls. This study further investigated the extent the economic factors affect the academic performance of pupils as a knowledge gap.

According to Kibera et al (2007), the language spoken at the homes of the parents from high economic class is often the medium of instruction in schools hence children from this class have an advantage over children who speak mother tongue at home. They point out that parents from high social-economic status are able to buy their children books which parents from the low economic status cannot afford. The above study dwelt on how the socio-economic factors influence the performance of pupils. This study however, besides examining the extent the socio-economic factors affect performance, also looked at the extent other factors like government policies and school factors affect the academic performance of learners.

Gakure (1977, cited in Kibera & Kikomoti, 2007), revealed that wealthier and better educated parents sent their children early to private nursery schools and create conducive learning environment at home. This put their children at an advantage in school work compared to children of poor parents. The occupation status of parents determine student achievement. Kibera and Kikomoti's study was on sociology of education in Africa. It studied on how wealthy parents sent their children to schools and create conducive environment at home, hence contributing to the child academic progress. On the other

hand this study tried to investigate the extent the socio-economic factors contribute to the academic performance of pupils.

In his study of the relationship between academic achievement, motivation and home environment among standard eight pupils in Machakos district, Muola (2007), found that parents in high occupational status were able to provide necessary learning facilities and assist the child with homework. Muola study was on the relationship between academic achievement, motivation, and home environment. But this study tried to establish the extent this economic factors affect the academic performance of pupils.

Parental education and family SES level have positive correlations with the student's quality of achievement (Caldas & Bannkston, 1997; Jeynes, 2002; Parelius, & Parelis, 1987; Mitchell & Collom, 2001; Ma &Klinger, 2000).The students with high level of SES perform better than the middle class students and the middle class students perform better than students with low level of SES (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008).

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005; Lopez, 1995). Low SES level strongly affects the achievement of students, dragging them down to a lower level (Sander, 2001).This effect is most visible at post- secondary level (Trusty, 2000).It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006).Although primary education in Kenya is free other costs like

registration for exams, buying uniforms, payment for PTA teachers and so on, can affect the performance of pupils from poor families.

2.4 Socio-Cultural Factors that Affect the Performance of pupils in National Examination

Some of the factors to explain pupil's performance in education are indicated to be due to socio-cultural environment. UNESCO (2005) reveals that student achievement is highly influenced by the community or parents attitude towards education. She observed that pupils would work harder and perform well if they realize that their parents are interested in their work. Along the same line Kibera and Kikomoti (2007) point out that children who are not encouraged by their parents in school work are likely to go to school late for they may be given duties to perform before they go to school. They warn that constant late attendance at school is bound to have adverse effect on academic performance. Kibera's study dwelt on the influence of parents on the academic performance of pupils. This study tries to establish the extent the socio-cultural, economic school and government factors affect the academic performance of pupils.

Kibera and Kikomoti(2007)blame the society for denying girls adequate time to study. They content that the society does not put a lot of emphasis on education of girls. They further point out society's view that a woman does not need to be educated because unlike man who is the head of the family and bread winner, she is expected to be a wife, a home maker and a mother. Gendered division of labour has been found to affect performance. Studies have shown that girls perform domestic duties which conflict with the pursuit of education. They are overburdened with household duties such as fetching

water and firewood, washing clothes and dishes, taking care of the siblings and other related jobs at the expense of her studies (Kibera & Kikomoti, 2009). Along the same line, Republic of Kenya(1999) reported lack of gender sensitivity in schools. It disclosed that in some schools duties are allocated inequitably with girls doing more hence having less time for studies. In other schools male teachers were reported to send girls to cook for them while boys were learning. This robs them of adequate time to study and as a result perform poorly in school.

Mukhongo (2003) in his study on influence of circumcision ceremony in education of primary school pupils among the Bukusu community in Kanduyi division of Bungoma, Kenya, found out that primary school learners tended to drop out of school at a higher rate during circumcision period than any other season. The practice was found to be common among low socio-economic families who spent most of their time visiting relatives soliciting for funding and rehearsing for songs and dances before circumcision. Mukhongo's study was on the influence of circumcision ceremony on education of primary school pupils. He asserts that during that ceremony the dropout rate is high. Mukhongo, this study tried to establish the extent those circumcision ceremonies affect the academic performance of pupils.

Literature has also revealed that initiation rite of passage is associated with attitudinal changes. According to the Ministry of Education (1994). It is alleged that circumcision, through the content of the ceremonies, changes attitudes. The rite of passage was reported to confer adult status on the initiate which resulted to behavior change. For instance boys and girls among the Kipsigis feel that they are "adults". It was indeed found that after circumcision ceremonies, boys and girls view themselves as "men" and "women" too

mature to be taught by taught by the uncircumcised ,thereby breeding indiscipline. The above study dwelt on perceptions of selected staff of the ministry of education regarding factors affecting education. This study tried to examine the extent the socio economic factors affect the academic performance of pupils. Mutesa (2003) in his study on socio-economic, cultural and school based factors affecting the aspiration of Samburu girls in secondary schools of Samburu, district, found that girls who are circumcised perceive themselves as adults and despise their uncircumcised colleagues and teachers. studies have therefore shown that initiation rite of passage breeds indiscipline in schools. Mutesa's study was on the effect of circumcision ceremonies had on the discipline of learners. But this study tried to establish the extent this ceremonies affect the academic performance of pupils.

Studies have also revealed that education outcome is affected by early marriages. In a study by the Ministry of Education (1994) established that marrying girls at an early age is perceived as a profitable business because of the promise of bride price. It found that sometimes in very remote areas the practice prevent schooling girls for fear that their market value will depreciate. In concurring with the findings, UNICEF (2005) points out that bride price are incentive for parents to forego educating their daughters and instead marry them as young as ten years to older men, hence girls stop attending school once they are married. However the social cultural factors affect girls more than boys. This is because the societies 'beliefs, attitudes and practices favour boys than girls. The above studies were centred on the factors affecting the education of girls but this study tried to establish the factors affecting the academic performance of both boys and girls.

2.5 School Based Factors that Affect the Performance of pupils in National Examinations

School environment has far reaching repercussion on the performance of pupils in examinations. Watkins (2000, p.103) sums up aptly the existing conditions of quality in developing countries;

Children are frequently taught in overcrowded classroom by unqualified and unmotivated teachers, who are poorly paid and lack of support. Teacher absenteeism is widespread, eroding public confidence in the value of education. Learning is further constrained by dilapidated schools, inadequate facilities, limited supply of learning materials, weak curricula, gender bias and instructional methods which inhibit rather than nourish the potential of children (p.103).

Watkins study was on condition of learning in developing countries, but this study was confined to the performance of primary school pupils in Matete Sub County and also the extent the above conditions affect the pupils' academic performance as gap this study tried to address. The above study also concentrated on school factors affecting the performance of pupils. But this study went further and investigated the government policies, and socio-cultural factors affecting the academic performance of the learners. According to the study carried out by Ubogu (2004), lack of basic school needs like learning materials could not provide a stable mind and conducive environment for pupils to study. Lack of learning materials contribute to poor performance in national examinations. Ubogu also asserts that teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well. Furthermore, Ubogu also found out that absenteeism by teachers reduces the amount of instructional time and this result in syllabus not being completed. This in turn results in lower output of work by pupils (Ubogu 2004). Ubogu also found out that language factor also affects the performance of pupils in exams. He noted that pupils who interact using English language tend to

understand it better and do well in examinations as all examinations are written in English language. Pupils who use mother tongue for interaction are disadvantaged as they end up performing poorly in exams which are written in English. Ubogu asserts that prevalence of the use of the local languages means that pupils would lack a lot of vocabularies in English which would be needed to understand teachers' lessons and textbooks they read. Besides the above, he also found out that pupil frequency of absenteeism affects performance. He asserts that the effect of absenteeism and irregular school attendance is that materials taught is difficult to understand when studied on one's own. Continued loss of classes result to loss of content and knowledge. Ubogu's study however dwelt much on how school factors affect the academic performance of learners. This study endeavoured to investigate besides school factors, the extent government policies, and socio-cultural factors affecting the academic performance of the pupils.

Assignments and exercises would not be properly and correctly done leading to poor performance (Ubogu, 2004). Ubogu's research however was based on causes of absenteeism and dropout among secondary schools in Delta central, Nigeria, which might not be applicable to Matete district as a knowledge gap that this study tried to address. Furthermore this study tried to establish the extent the above school factors affect the academic performance of pupils. On the other hand Eshiwani (1983) noted that most schools loose many teaching hours at the beginning of the term. This wastage leads to less work being covered and syllabus not being completed hence poor performance. Eshiwani's study was on "Factors influencing performance among primary and secondary school pupils in western province, A policy study. This study was done many years ago and looked at an entire province. This study will be confined to public primary schools in

Matete Sub County. Eshiwani also found out how much the school factors influence the academic performance of the pupils. On the other hand this study tried to investigate the extent the government policies and socio-cultural and economic factors affected pupils performance, as a knowledge gap to be filled.

Teacher motivation is another factor that affects performance of pupils in exams. World Bank report (1986), acknowledged that teacher satisfaction is generally related to achievements. Satisfied teachers would concentrate hence enhancing academic performance of pupils. World Bank research was a Report on School Quality and Achievement. This research is too general, hence cannot be applied to specific regions. To achieve concrete results, specific regional research is necessary.

Teacher turn-over is another factor that affects performance of pupils in exams. According to Schneider (2003), high teacher turn- over forces schools to devote attention time and financial resources attracting replacement of teachers. Schneider's research was on "Do school facilities affect academic outcomes? This study found out school factors affect the academic performance of learners, unlike this study which investigated the extent other factors affect the academic performance pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section endeavored to highlight the research design that was used in his study. Also to be included are the area of study, study population, sample and sampling technique, instruments of data collection and their validity and reliability. Data collection procedure and methods of data analysis is also included in this section.

3.2 Research Design

It adopted a descriptive survey design. Research design refers to all the procedures selected by the researcher to be followed for studying a particular set of questions or hypothesis. It spells out how the causal relationships between variables or phenomena are to be explored. Orodho (2003) defines it as a scheme outline or plan that is used to generate answers to research questions. According to Kothari (2003), research design constitutes the blue print for the collection, measurement and analysis of data. The major purpose of descriptive survey is description of the state of affairs as it exists. The researcher reports the findings. Kerlinger (1969) points out that descriptive studies are not only restricted to fact findings but may often result in the formulation of important principles of knowledge and solution to significant problems.

According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can therefore be used when collecting information about people's attitudes, opinions habits or any of the variety of education or social issues. Since this study involved collecting the views of

the respondents on the extent various factors affect academic performance of pupils in public primary schools, then it is the most ideal for this study.

3.3 Area of Study

The study was carried out in Matete Sub County, Kakamega County. Matete Sub County was carved out of Lugari district in June 2009. It borders Lugari and Kakamega North sub-counties to the East, Bungoma East sub-county to the North and West and Kakamega North and south. The Sub County has one division, two locations and seven sub-locations. It lies between latitudes 34.5-35° E and Longitude 0.5 -1°N. Matete sub-county covers an approximate area of 101km squared, 83km squared, being arable. Of the arable land, 71.43km squared is under crop production, which translates to 86.06%. It has a population of 44,578 people. Average farm size is 1.3 hectares. The sub-county's soil is predominantly clay loam, and poverty index is 58%. The climate is hot, wet and windy. Transport network is good since there are several feeder roads which are not tarmac but offer the necessary services. The commonly used mode of transport is boda boda motorcycle although matatu's also offer limited transport services to people. The economic activities carried out include large and small scale sugar cane farming, dairy farming, maize farming, and small scale and large scale business and trading activities. It is a cosmopolitan sub-county inhabited by people from different communities, but dominated by the Luhya sub-communities of Tachoni, Kabras, Bukusu and Banyala. Funerals ceremonies and circumcision, are the main social cultural activities related to this study. Circumcision ceremonies are conducted in the month of August and December for boys.

3.4 Study Population

The study population included 49 head teachers, 49 senior teachers, 75 class eight class teachers, 1759 class eight pupils, and one Sub County Quality Assurance Officer. Matete sub-county has 49 public schools. The grand study population was 1926 people.

3.5. Sample and Sampling Techniques.

The research population and sample selected is indicated in the sample frame below.

Sample Frame

Table 2: Showing the research population and the sample selected.

Category of Respondents	Target Population	Sample size	
		F	%
DQAO	1	1	100
Class 8 Boys	840	260	30.1
Class 8 Girls	919	265	28.8
Standard C/Teacher	875	63	84.0
Senior Teachers	49	44	89.8
Head Teachers	49	44	89.8

Krejcie and Morgan table (1970) was used to arrive at the sample size. Out of a total population of 1759 class 8 pupils, including 260 boys and 265 girls who were selected through stratified sampling technique. Out of a population of 49 schools in Matete Sub County 44 had reached class 8. Of these, 44 head teachers, 44 senior teachers and 63 class 8 teachers, were selected through simple random sampling technique using Krejcie and Morgan table. One Sub County Quality Assurance officer was selected through saturated

sampling technique. This is a non- probability sampling procedure in which members of a target population selected is too few to make a sample out of them (Borg and Gall, 1996). The head teachers, senior teachers and Pupils who will be included in the pilot survey will be excluded from the study sample.

3.6 Instruments of Data Collection

The instruments for data collection were questionnaires, interview schedules, focus group discussions and document analysis guide. Questionnaires were designed for the following:

3.6.1. Head teacher's questionnaire

It consisted of closed-ended items on the enrolment of pupils in their respective schools and their performance. The questionnaire also consisted of closed-ended items on the extent to which government policies, socio-cultural, economic and school factors that affect the academic performance of pupils in public primary schools in Matete sub-county (Appendix A).

3.6.2 Interview schedule for Quality Assurance Officer

This involved open ended item for the Quality Assurance Officer. The items covered the extent to which government policies, socio-cultural, economic and school factors affect the performance of pupils in examination. The items also covered frequency of supervision of schools and obstacles encountered (Appendix B).

3.6.3 Interview schedule for senior teachers

These involved open-ended items for the senior teachers. The items covered covering the extent national education policies, socio-cultural, economic and school factors affect the academic performance of pupils (Appendix C).

3.6.4 Interview schedule for class 8 teachers

These involved open-ended items for class 8 teachers, covering the extent national education policies, socio-cultural, economic and school factors affect the academic performance of pupils (Appendix D).

3.6.5. Focus group discussion schedule for class 8 pupils

Focus group discussions were administered to class 8 pupils organized in groups of 10 members per group. Each group was given items to discuss. The groups were to have a chairperson and a secretary to write down the group findings, as the researcher moved around and supervised the group discussion and gave the necessary guidelines. The chairman and the secretary were briefed on what is expected from them. The items to be covered were the extent to which government policies, socio-cultural, economic and school factors affect the academic performance of pupils (Appendix E).

3.6.6. Document Analysis guide

This involved analysis of records showing the performance of pupils in KCPE from the year 2012-2015, from the sub-county Education office and head teacher's office. It will also involved examining discipline records, guidance and counseling records, repetition policy, class attendance records, staff meetings minutes files, staff attendance books, and documents on government policies on education, like the Education Act. Records of the performance of pupils before the introduction of free primary education were also examined.(Appendix F).

3.6.7. Validity and reliability of the Instruments

Validity

Validity of a test is a measure of how consistent a test measures what it is supposed to measure (Mugenda & Mugenda, 2008). The framing of the questions will to a large extent determine the success of what the researcher is looking for, so the instruments have to be clear, hence there is need to consult experts to verify them before carrying out research.

Experts in Educational Administration at Maseno University were consulted on the face validity of the tools to be used for data collection.

Reliability

Reliability is a measure of how consistent the results from a test are, after repeated trials (Mugenda & Mugenda, 1999). According to Kerlinger (1993) reliability refers to the consistency that instruments demonstrates when applied repeatedly under similar conditions. The reliability of the instruments was carried out by administering a pilot survey. Pilot survey was carried out among 15 pupils (8 boys, 7 girls) and 5 Head teachers representing between 1-10% of the target population (Kothari, 2004). Similar items were administered on the above respondents twice to gauge the consistency in their response. A Cronbach's coefficient alpha of 0.77 was found. The findings indicated therefore that the instrument was reliable.

3.8. Data Collection Procedures

It refers to the gathering of information to serve as or prove some factors (Kombo & Tromp, 2006). It is anything actual or assumed, used as a basis for recording data. The researcher sought an introductory letter from the School of Graduate Studies, Maseno University to avail whenever it is required by the concerned authorities. Permission was

sought from the National Council of Science and Technology through the School of Graduate Studies before proceeding for data collection. The researcher also sought permission from the Sub County Education Office to inform the head teachers of the concerned schools about this research, hence clearing any misgivings that could arise. The Head teachers' questionnaires were administered to the Head teacher and left with them. They were to be collected on an agreed date. Interview schedules were administered to class 8 teachers and senior teachers as the researcher took note of the outcome. Items for the Focus group discussion were administered to pupils in their groups of ten. The researcher explained to them what was expected of them on the items. They were given more time to discuss as the researcher clarified to them items that were not clear.

3.9. Data Analysis

Data analysis refers to examining what has been collected in survey or experiment and making deductions and inferences. Data analysis started with organization of the data. This was done to enable easy interpretation of the data. This involved identifying and correcting errors in the data, coding the data and saving it in the soft copy. The data to be analyzed was categorized into two, that's qualitative and quantitative data. The use of both approaches allows there searcher to obtain more comprehensive data and compensates for the limitations of a single approach (Mcmillan &Schumacher, 2010:39).

The quantitative data from the closed ended items of the questionnaires were analyzed using descriptive statistics in form of frequencies, means and percentages. Positively stated statements were rated as follows: Highly Agree(HA)=5, Agree(A)=4, Moderately

Agree(MA)=3,Slightly Agree(SA)=2,Never Agree(NA)=1. On the other hand negatively stated statements were reversed thus ,HA=1,A=2, MA=3,SA=4,NA=5 .The qualitative data from the open ended items of the interview and document focus group discussions were transcribed and categorized on an ongoing process as themes and sub-themes emerge from the data. Summary data from the focus group discussion was kept separately and used to support relevant responses from the quantitative and qualitative data.

3.10. Ethical Considerations

Upon visiting every sampled primary school, the researcher introduced himself to the present school headteachers and explained the purpose and nature of the study without pre-empting its results. He then sought consent to carry out research in the school which involved interaction with the school administration, teachers and learners. After being granted permission the researcher requested the school administrator to organize a convenient interaction place and arrange how he would select participants. The researcher assured the participants confidentiality by explaining that information to be obtained (from them) would only be used for the purpose of the study and no undesirable person would have an access to it. In addition, the researcher asked headteachers to respond to the questionnaire without writing neither their names nor of their schools.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study based on the data collected from the respondents. The research investigated the extent to which the government policies, socio-cultural, economic and school factors affect the academic performance of pupils in public primary schools in Matete sub-county, Kenya. Data was analyzed where frequency distribution tables, means and percentages were used to present the findings upon which interpretation were made. The objectives of the study were to;

- i. Establish the extent to which the government policies affect the academic performance of pupils.
- ii. Establish the extent to which the socio-cultural factors affect the academic performance of pupils in the examinations.
- iii. Determine the extent to which the economic factors affect the academic performance of pupils.
- iv. Establish the extent to which the school based factors affect the academic performance of pupils.

4.2 Influence of Government Policies on Academic Performance of Pupils

The first objective sought to establish the extent to which the government policies affect academic performance of pupils. The Head teachers were asked to rate the extent to which government policies affects academic performance of pupils. Their responses were as shown in Table 4.1.

Table 4.1: Head teachers' responses on the extent to which government policies affect academic performance of pupils (n = 44)

Statement	Highly Affect (5)		Affect (4)		Moderately Affect (3)		Slightly Affect (2)		Never Affect (1)		Total Scores	Mean Rating
	F	%	F	%	F	%	F	%	F	%		
Free Primary Education	7	15.9	21	47.7	3	6.8	9	20.5	4	9.1	150	3.41
Provision of sanitary towels	5	11.4	19	43.2	12	27.3	5	11.4	3	6.8	150	3.41
Re-entry policy.	2	4.5	9	20.5	11	25.0	12	27.3	10	22.7	113	2.57
Pupils/book ratio	7	15.9	23	52.3	9	20.5	4	9.1	1	2.3	163	3.70
Staffing policy	24	54.5	14	31.8	5	11.4	1	2.3	0	0.0	193	4.39
Repetition of classes.	3	6.8	13	29.5	8	18.2	15	34.1	5	11.4	126	2.86
Overall mean:												3.39

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating
Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44=, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44=, Affect, 4.55-5.0=, highly Affect.

From Table 4.1, FPE was rated by Head teachers at a mean of 3.41, which means it moderately affects the academic performance of pupils. It can also be observed that 7 (15.9%) of the head teachers rated that it highly affect, 21(47.7%) it affects, 3 (6.8%) it moderately affect, 9 (20.5%) it slightly affect while 4 (9.1%) it never affects. From the responses it's a clear that FPE affect academic performance. This finding is supported by senior teacher's interview schedule who agreed that introduction of free primary education (2003) has made it possible for learners even from low income families to access education." Cases of learners being interrupted by being sent home for fees have been minimized hence they concentrate on academic work", asserted one senior teacher. On the other hand, a good number of respondents i.e. 20.5% of the head teachers' felt that

FPE, slightly affect pupil performance. Class teachers interviewed also agreed that the pupil teacher ratio is high hence hampers individual attention to learners needs. It implies that FPE has grey areas that need to be addressed so that it can lead to improved performance. This argument agrees with Ngugi (2007) who found out that students making transition to top schools are from private schools. The poor performance of public schools means that despite education being free, there are other factors that need to be addressed to make it successful, example the overcrowded classes. However, Mwendwa (2011) in her study , found out that FPE has led to decline in academic performance. From the above views there seems to be disagreement on the impact of FPE on academic performance. A comprehensive study therefore needs to be done to assess the real impact of FPE on academic performance.

The senior teachers and class 8 teachers who were interviewed were of the opinion that FPE has made it possible for learners from low income families to access education. They however felt that the policy has led to overcrowding in classes hence affecting individual attention. FPE has had negative effects on education. One senior teacher says “learners are admitted irrespective of age and over age pupils do not concentrate and their performance is low compared to other pupils”. Another senior teacher, observed that there is a delay in the disbursement of the FPE funds and this delay is affecting and delaying school programmes such as buying the teaching and learning materials.

From the focus group discussion, majority of pupils felt that FPE has had a positive effect on pupils’ academic performance since the pupils are provided with the learning materials. A critical analysis of KCPE results before the introduction of FPE and after the introduction supports the views of most of the respondents. The main impact of FPE, has

been making education accessible to learners ,but this has not been translated to improved performance. The introduction of FPE led to over enrolment of pupils. Overcrowded classes led to scarcity of teaching and learning resources and high teacher –pupil ratio. Such conditions in public schools worked against quality teaching hence poor performance of learners. Furthermore, despite education being free, schools have other charges like exam fees, PTA teachers salary charges, lunch charges etc. Pupils are frequently sent home to bring money for the aforementioned. This leads to pupil absenteeism, hence affecting performance.

From the foregoing discussion, it's apparent that FPE has had far reaching impact on education in Kenya. The impact has been on making education accessible to all irrespective of their economic background. This has been occasioned by free tuition that is provided to primary school children courtesy of FPE. This however led to increase in the number of pupils in class so much that the pupil teacher ratio increased from 40:1 to 80:1,in some schools which cannot lead to quality teaching .Such a teacher cannot give individualized attention to learners, hence this can lead to poor performance. In addition, the high enrolment leads to scarcity of teaching and learning resources and facilities hence hampering quality education, consequently leading to poor performance.

Asked the extent to which the provision of sanitary towels in schools affect performance of girls, the rating was as follows, 5 (11.4%) head teachers felt that it highly affect, 19 (43.2%) it affect, 12 (27.3%) it moderately affect, 5(11.4%) it slightly affect while 3 (6.8%) it never affects. This gave a mean of 3.41. This means that the provision of sanitary towels moderately affect the academic performance of girls.

From the head teachers' perspective, provision of sanitary towels has led to significant improvements of class attendance by girls. The same view is held by the senior teachers and the class 8 teachers. The results agree with Scott et al (2009) who found out that those girls who are provided sanitary pads also reported an improved ability to concentrate in schools, higher confidence levels and increased participation in a range of every day's activities while menstruating. Negative experiences relating to soiling and embarrassment declined and measures of wellbeing improved. Chebii (2012) also agree that the provision of sanitary ware is a major determinant in achieving gender parity in education in Kenya and there's a need to consider it as a significant factor in education policy planning. Whereas a significant number of class 8 pupils agreed that the provision of sanitary towels affect performance due to improved class attendance, majority felt that the impact is insignificant. This may be attributed to inadequate access to sanitary facility by girls.

Provision of sanitary towels was a right step in the right direction as a way of addressing gender parity in the academic performance. Some of the girls from the poverty stricken homes find it hard to access the facility. This can lead to absenteeism, hence poor performance. Although the Government has allocated some funds towards the provision of sanitary facilities for girls, more funds need to be channeled to the same so that enough sanitary facilities are purchased for all adolescent girls. Asked to what extent readmission of girls after delivery perform affects their academic performance, the head teachers rated it as follows, 2 (4.5%) head teachers felt that it highly affects, 9 (20.5 %) it affects, 11 (25.0%) it moderately affects, 12 (27.3%) it slightly affects while 10 (22.7%) it never affects. This gave a mean of 2.57, meaning that it moderately affects academic performance of pupils. This implies that the re admission of girls after pregnancy has

insignificant effect on performance, it only improves access to education. One senior teacher interviewed said “Readmission of girls who conceive and give birth has led to moral erosion” On the other hand over half of the pupils through their focus group discussions were of the view that readmitted cases do not perform well. A significant number were undecided meaning such cases are rare in their schools hence they had no comment from the witness perspective. Shanigwa (2007) did a study and found out that while the learners tended to withdraw in class and were generally unable to participate in extracurricular activities, they none the less were able to compete with their peers in terms of their academic performance. Besides being re-admitted such girls require guidance and counseling so that they can re-adjust to school life. Cases of being ridiculed by other students are bound to be there, leading to frustration and even dropping out of school. Hence such guidance is necessary to the victim and other pupils. Re admission of expectant girls back to school is a good policy meant to assist girls to access education which could have been denied to them. Deliberate follow up measures should be undertaken by the government to ensure that school administrators adhere to that policy.

Asked to what extent the provision of learning materials affected academic performance in primary schools, the analysis of the results showed that 7 (15.9%) head teachers rated that it highly affects, 23 (52.3%) it affects, 9 (20.4%) it moderately affects, 4 (9.1%) it slightly affect, while 1 (2.3%) it never affects. This gave a mean of 3.70, meaning that it affects the academic performance of pupils. This implies that the provision of learning materials affect academic performance. If learners lack the learning material they can perform poorly.

From the interview schedules the senior teachers and class teachers and pupils through focused group discussion were in agreement that provision of learning facilities by the government affects the academic performance of pupils.” Learners have an access to text books provided through the FPE programme”, asserted one class 8 teacher. This finding is in agreement with Ubogu’s (2004) who observed that basic needs like learning materials could provide a stable mind and conducive environment for pupils to study. Lack of learning materials contribute to poor performance in national examinations. With FPE however, this problem has been minimized. Yara (2010) also observed that there is a positive correlation between the provision of learning materials and performance. He therefore encouraged the government to give more financial support to schools in order to provide the basic infrastructure like class room, laboratories and text books. FPE has made it possible for learners to have increased access to learning materials. On the other hand FPE, led to increase in the number of pupils in schools, leading to the scarcity of the textbooks. Provision of learning materials through FPE has been one of the success stories of the NARC government. This policy should be streamlined to ensure that all schools have an access to the teaching and learning resources depending on the pupil population. Further allocation should be channeled towards the improvement of the physical facilities and strengthen school feeding programme for pupils like the school milk programme of the Nyayo era.

Asked to what extent the staffing of schools with enough teachers affect academic performance, the analysis of data revealed that 24 (54.5%) head teachers rated that it highly affects, 14 (31.4%) it affects, 5 (11.4%) it moderately affects while 1 (54.5%) rated that it slightly affects. This gave a mean of 4.39. This means that staffing schools

with teachers affects the academic performance of pupils. This implies that adequate staffing of school can lead to improved performance. On the other hand lack of teachers can adversely affect the academic performance of pupils.

The head teachers agreed that provision of enough teachers affected academic performance. From the interviews, majority of senior teachers and class 8 teachers and class 8 pupils through focused group discussion agreed that their school had few teachers.” High pupil teacher ratios hinder effective teacher assessment and supervision of pupils’ academic performance hence leading to poor performance”, asserted one senior teacher. These findings agree with Watkins (2000) who observed that in developing countries, children learn in overcrowded classes. The advent of FPE has aggravated the situation because the number of pupils has increased but employment of teachers is usually overlooked and given less priority by the government. Lidoro (2012) agrees further by saying that increase in pupils enrolment due to FPE has led to scarcity of teachers. The number of teachers who retire, dismissed or die annually is high. Although the government employs new teachers, the number is still far much below the required number in public schools. Furthermore, decentralization of staffing policy to county education officers has further complicated the situation. Tribalism and clannism and bribery are factored by the recruitment officers hence compromising competence. In the long run, this will have far reaching repercussions on pupil performance. Government policy on staffing came out as an outstanding government policy that has to be re-examined because it affects pupil performance profoundly.

Asked the extent to which the repetition of pupils affected academic performance, the head teachers rated it as follows, 3(6.8%) head teachers felt that it highly affects, 13 (29.5%) it affects, 8 (18.2%) it moderately affects, 15(34.1%) it slightly affects while 5(11.4%) it never affects. This gave a mean of 2.86. This means that repetition moderately affect academic performance. Majority of the head teachers disagreed with other respondents hence to them repetition does not result in improved performance. It is possible that as administrators, they do not want to appear disagreeing with the government policy that outlaws repetition of classes. These results correlate that there's mixed feelings about the value of repetition. About half of the repeaters continue to work hard to improve their academic achievement and that most of them appeared to have learnt from their past lapses to adopt a better attitude to their studies and did better. It also indicated that half had not improved their performance.

Rono (nd) observed that some of the cases of poor performance in school in Tanzania and Uganda include frequent repetition of classes. She further observed that repetition is an extensive phenomenon in low income countries. From the interview schedule, the teachers were of the view that repeating of classes enables slow learners to catch up and improve in performance.” If they do not repeat they continue to perform poorly, since some learners are slow, they need more time to understand”, affirmed one class 8 teachers. On the other hand, from the focus group discussion many of the pupils were of view that repetition of classes affects performance, since the pupil is given a chance to understand the concepts. According to the government policy repetition of classes has been abolished. Most schools however still force pupils to repeat with a view of enabling them to improve on performance. In Kenyan situation where good performance is highly

rated, every school aspires to perform better, hence engaging in malpractices forced repetition for poor performers, so that only good performers proceed to standard eight culminating in good performance at KCPE.

Overall mean on government policies that affect performance was rated at 3.39, meaning that the government policies affect the academic performance of pupils. This implies that government policies do have a profound effect on the pupils' academic performance. However, one government policy, that's staffing policy was rated highly at a mean of 4.39, meaning that it had affects pupil performance. The number of teachers who retire, dismissed or die annually is high. Although the government employs new teachers, the number is still far much below the required number in public schools. Furthermore, decentralization of staffing policy to county education officers has further complicated the situation. Tribalism and clannism and bribery is factored by the recruitment officers hence compromising competence. In the long ran, this will have far reaching repercussions on pupil performance. Government policy on staffing came out as an outstanding government policy that has to be re-examined because it affects pupil performance profoundly.

Other national policies that emanated from the interview schedules were as follows;

The Children Act, Republic of Kenya (2001), outlawed corporal punishment in schools. From the teachers' response, it seems like that corporal punishment had its merits and demerits. According to one teacher "sometimes canning could enforce discipline, and due to good discipline, good performance would be realized". Most teachers were of the view that abolition of corporal punishment led to increase in indiscipline cases resulting in

decline in performance. From the general perspective of the schools, one can infer that corporal punishment is still practiced although not rampant. Most teachers still believe in the use of corporal punishment to instill discipline. However we have schools that have excelled in exams like Starehe Boys Centre which do not use corporal punishment, hence should serve as a role model for teachers who still advocate for the use of corporal punishment as a way of instilling discipline.

Banning of holiday tuition was another issue that generated mixed reaction from teachers. According to one class 8 teacher, “remedial could widely impact positively on areas of weakness to pupils as such areas could be covered at that extra time”. According to teachers, this extra time tuition is used to cover the syllabus and assist the slow learners. The banning of holiday tuition has therefore affected the performance of the pupils.

A general observation of public schools reveals that, the practice of tuition is still common in most schools. A government policy should be followed by concrete follow up mechanism and supervision to ensure that a government policy is adhered to. Failure to have such mechanisms leads to defiance by schools hence the policy is just there on paper but practically schools still practice tuition lessons for standard eight and form four classes.

4.3 The Extent to which Socio-Cultural Factors Affect Academic Performance of Pupils in the Examinations

The second objective sought to establish the extent to which socio cultural factors affect the academic performance of pupils in the examination. Several social cultural factors were considered and the Head teachers were asked to rate the extent to which those factors affect pupils academic performance. Their responses were as shown in Table 4.2.

Table 4.2: Head teachers responses on the extent to which Social Cultural Factors Affect Academic Performance of Pupils in the Examination (n = 44)

Statement	Highly Affect (5)		Affect (4)		Moderately Affects (3)		Slightly Affects (2)		Never Affects (1)		Total Score	Mean Rating
	F	%	F	%	F	%	f	%	f	%		
Performance of domestic chores	17	38.6	19	43.2	3	6.8	3	6.8	2	4.5	178	4.05
Participation in cultural festival	12	27.3	28	63.6	1	2.3	2	4.5	1	2.3	180	4.09
Erosion of cultural values	11	25.0	27	61.4	3	6.8	2	4.5	1	2.3	177	4.02
Permissiveness	7	15.9	25	56.8	5	11.4	4	9.1	3	6.8	161	4.66
Pupils study habits	4	9.1	25	56.8	7	15.9	8	18.2	0	0.00	157	3.57
Overall Mean												3.88

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating
Interpretation of mean ratings: 1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

From Table 4.2 above, head teachers were asked to rate the extents to which participation domestic chores affect academic performance of pupils. The results were as follows, 17 (38.9%) head teachers rated that it highly affects, 19 (43.2%) it affects, 3(6.85) it moderately affects, 3 (6.8) it slightly affects while 2 (4.5%) it never affects. This gave a mean of 4.05. This means that participation in domestic chores affect the performance of learners in examination. It therefore implies that performance of domestic chores cannot lead to good performance. Majority of the head teachers are in agreement that domestic chores affect the academic performance of pupils. Over a half of pupils' through their focus group discussions attributed poor performance to domestic chores. These agrees with Kibera and Kikomoti (2007),who found that girls are overburdened with household duties such as fetching water and firewood, washing clothes, and dishes, taking care of

the siblings and other related jobs at the expense of their studies. On the other hand a reasonable number of pupils disagreed that domestic chores affected their performance. It's possible that the percentage that agrees are the ones involved in the domestic chores hence perform poorly as a result of lack of adequate time for study. The class teachers and class 8 pupils through their focused group discussion were in agreement that domestic chores affected girls more than boys. One senior teacher interviewed said "Girls are involved in domestic chores such as baby sitting and cooking, this makes boys to perform better than girl".

This finding agree with Krystyna's (1990) who found out that house hold chores take much of the time for the children hence negative impact on their performance. It further agrees with Ikua (nd) who says that domestic chores have an effect on pupils academic work especially girls. She recommends that government should put up boarding schools for girls at a subsidized fee. Participation in domestic chores affect girls more than boys since they play more roles like, taking care of the young ones, cooking, washing, fetching firewood and so on. On the other hand, boys can also be involved in looking after animals which can also take a whole day. Corrective measures should therefore be put in place to ensure that the participation of school boys and girls in domestic chores is minimized as a way of enabling them to have ample time for study.

Question item two sought to determine to what extent participation in cultural festivals affected academic performance at school. The ratings of the head teachers were that, 11(25.0%) head teachers felt that participation in cultural ceremonies highly affected pupils academic performance, 28 (63.6%) it affects, 1 (2.3%) it moderately affects, 2(4.5%) it slightly affects, while 1 (2.3%) it never affects. This gave a mean of 4.09. This

implies that participation in cultural festivals affects the academic performance of pupils therefore cannot lead to good performance.

Majority of head teachers agreed that participation of pupils in cultural festivals affect their academic performance. This agrees with Mukhongo (2003), in his study on influence of circumcision ceremony in education of primary school pupils among the Bukusu community, found out that learners spent their time visiting relatives soliciting for funding and rehearsing in songs and dances before circumcision. Such practices are detrimental to their studies. On the other hand, a significant number of pupils through their focused group discussions disagreed. This may be attributed to modernization and Christianity which has led to erosion of cultural festivals. From the interview schedule, the learners are circumcised at a tender age of between 12-18 years.” During this period the boys are secluded and are taught traditions that are accompanied with the ceremonies which make them rude to female teachers”, asserted one female class 8 teacher. It was also evident that during this period, most pupils do not attend school. “Since the ceremony takes place during August holidays, it interferes with preparation for examination,” asserted a class 8 teacher. The funeral ceremonies were also identified during interview schedule as affecting performance. Teachers observed that “funeral ceremonies go on for days where there is a lot of singing and dancing, feasting and drinking. As a result learners lose sleep and are usually sleepy during class time hence they are not able to concentrate. The night meetings are also a fertile ground for sexual immorality leading to early pregnancies cases”, said a class 8 teacher. County administrators should be involved in sensitizing the communities about the dangers of involving pupils in these cultural activities and their effect on pupils’ academic performance.

Question item three sought to find the extent to which erosion of cultural values affected pupils' academic performance. The analysis of data revealed that 11(25.0%) head teachers rated that it highly affects, 27 (61.4%) that it affects, 3 (6.8%) it moderately affects, 2(4.5%) it slightly affects while 1 (2.3%) that it never affects. This gave a mean of 4.02. This means that erosion of cultural values affects academic performance of pupils.

Head teachers and teachers were in agreement that the erosion of cultural values has affected the performance of the pupils. However, a significant number of pupils through their focused group discussion were of the opinion that the erosion of cultural values did not affect academic performance. As a result of modernization and Christianity, pupils tend to look down upon cultural values as outdated i.e. analogue. Furthermore they are also agents of the erosion of cultural values hence they are subjective in their response. There is a fast erosion of cultural values in our society and there is a state of growing up of children and youth in the age of instant gratification and therefore suggest coming up with a new way of teaching value education in schools (DEPFE, n.d)

Question item four sought to find out to what extent permissiveness of parents to their children during the holidays affected academic performance. The analysis of data revealed that 7 (15.9%) head teachers rated that it highly affects, 25 (56.8%) it affects, 5 (11.4%) said it moderately affects, 4 (9.1%) it slightly affects while 3 (6.8%) it never affects. This gave a mean of 4.66. This means that loss of parental control over children highly affects the academic performance of pupils. Head teachers and teachers agreed that most parents have lost control over their children during holidays. A lot of time is wasted on non- academic activities with little or no parental guidance or control. This leads to

waste of time hence poor performance. On the other hand, some parents have control over their children hence a significant number of pupils disagreed that parents have no control over their children during the holidays.

Question item five sought to what extent pupils study habits affected their academic performance. The analysis of data revealed that 4 (9.1%) head teachers felt that it highly affects, 25 (56.8%) it affects, 7 (15.9%) it moderately affects, 8 (18.2%) it slightly affects. This gave a mean of 3.57. This implies that poor study habits affects the academic performance of pupils. Less priority is given to class work.

Majority of the head teachers are in agreement that pupils spent most of their time at home socializing with others, instead of studying. This leads to poor performance. On the other hand, a reasonable number of pupils through the focused group discussions were not in agreement. Whereas we have those pupils who take their academic work seriously, a significant number of pupils do not take their work seriously. The high percentage of the pupils who are opposed can also be attributed to pupils who do not want to take responsibility for their poor performance because teachers see what they do in the villages. There still a debate as to whether learners should spend more time in school so that they can study or be given enough time during holidays to relax and socialize. For those who are against more time to study, say that learners need to do other chores and that life is not all about books. For those who are for more time in school agrees that study is a long term work. If students do not have enough time to finish their work and do some revision, they would not have good grades or they could not gain any knowledge. (www.debate.com).

Overall mean of the extent to which social cultural factors affect the academic performance was 3.88, which means that it affects the academic performance of pupils. Involvement of pupils in cultural activities, limits their time to read hence affects their performance in examinations.

From the above views from the respondents, it's apparent that involvement of learners in social cultural activities, affect their performance. Such activities include performance of domestic duties, involvement in circumcision ceremonies, funerals and so on. Participation in domestic chores affects girls more than boys. Girls are involved in more domestic chores like cooking, washing utensils, baby sitting and so on. This activities eat into the academic time, the girls could have utilized to study. Participation in domestic chores, circumcision ceremonies and funerals consumes a lot of time. The above ceremonies do not take one day instead they take a prolonged period time, hence eating into the academic time of the pupils. Moreover, the above ceremonies are usually accompanied by singing, dancing and drinking. Besides consuming a lot of time, making the pupils dull, the above ceremonies provide a fertile ground for immorality leading to early pregnancies, and early dropout of school by mainly girls.

Permissiveness and loss of control over children by parents were also cited as factors that affect the academic performance of pupils. Today's parents have lost grip over their children affairs. They have instead allowed them a lot of freedom. This freedom results in wrong priorities by the pupils. Some use the time to socialize with others, engaging in pre-marital sex, drug abuse and watching and playing games. Such activities, if given a priority, may lead to time wastage, immorality, and drug abuse which adversely affect their academic their academic performance.

4.4. The Extent to which the Economic Factors Affect Academic Performance of the Pupils

The third objective sought to determine the extent to which economic factors affect academic performance of pupils. Head teachers were asked to rate the extent to which economic factors affects pupils' academic performance. The responses were as shown in Table 4.3.

Table 4.3: Head teacher responses on the extent to which the economic factors affect academic performance of the pupils (n = 44)

Statement	Highly Affects(5)		Affects(4)		Moderately Affects(3)		Slightly Affects(2)		Never Affects(1)		Total Score	Mean Rating
	F	%	F	%	F	%	F	%	F	%		
Ability of parents to buy paraffin.	14	31.8	18	40.9	7	15.9	5	11.4	0	0.0	173	3.93
Pupils' use of electricity for their evening preps.	32	72.7	8	18.2	3	6.8	1	2.3	0	0.0	203	4.61
Ability of parents to buy supplementary books for their children	20	45.5	19	43.2	3	6.8	2	4.5	0	0.0	189	4.30
Ability of Parents to provide food to pupils	10	22.7	12	27.3	13	29.5	9	20.5	0	0.0	119	2.70
Ability of Parents to provide basic needs for their children	11	25.0	12	27.3	10	22.7	10	22.7	1	2.3	154	3.50
Overall Mean												3.81

Key: F=Frequency, %= Percentage, Arabic numbers (1-5)= Rating

Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

From Table 4.3 above, the head teachers were asked to rate the extent to which the ability of parents to buy paraffin for use by their children for evening studies affected academic performance. The rating of head teachers was that, 14 (31.8%) head teachers felt it highly

affects, 18 (40.9%) it affects, 7 (15.9%) it moderately affects while 5 (11.4%) rated that it slightly affects. This gave a mean of 3.93. This means that the inability of parents to buy paraffin for their children affects their performance in examination. The means of light is not there, hence the pupils cannot revise their work in the evening leading to poor performance.

According to the Head teachers, most parents are not able to buy paraffin for their children for evening preps. This affects the academic performance of the pupils. When the question was put to pupils, most of them said that their parents are not able to buy paraffin hence they cannot revise and study in the evening leading to poor performance. Lack of paraffin for learners to do their studies in the evening indicates the level of poverty in the family. Poverty indicates the level to which an individual does without resources. Poverty directly affects academic achievement due to lack of resources available for students success (Lacour & Tissington, 2011). Interview schedule reveal that poverty, unemployment and land size contributes to poor performance. One class 8 teacher observed “Most parents have small sizes of land hence cannot provide basic necessities like paraffin. Although the inability to buy paraffin does not apply to all families, because some families are able to provide paraffin and even others have electricity, but it was found that we have families that are not able to provide paraffin to their children, hence retards their academic progress.

Question item two sought to find out the extent to which the use of electricity as a source of power affects their academic performance. The analysis of results revealed that 32 (72.7%) head teachers rated that it highly affects, 8(18.2%) it affects, 3(6.8%) it moderately affects while 1 (2.3%) it never affects. This gave a mean of 4.61. This implies

that lack of electricity highly affects performance of pupils in examination. A significant number of the Senior teachers and of the standard 8 teachers who were interviewed agreed that most pupils do not use electricity for their preps at home.” This may be attributed to the poverty of their parents hence they cannot afford to meet connection fees. This hampers studies in the evening and hence their academic performance”, asserted one senior teacher. On the other hand, from the focus group discussions, a good number of class 8 pupils concurred that most of their families are not connected to electricity, hence hinders effective studies in the evening.

Schneider (2002) agrees that obviously students cannot study unless lighting is adequate and that there have been many studies reporting optimal lighting levels. The consensus of these studies is that appropriate lighting improves test scores, reduces off task behavior and plays a significant role in student achievement.

Question item three sought to find out the extent to which parents supplementing pupils with reading materials affect their academic performance. The analysis of results revealed that 20 (45.5%) head teachers rated that it highly affects, 19 (43.2%) that it affects, 3 (6.8%) that it moderately affects while 2 (4.5%) rated that it slightly affects. This gave a mean of 4.30. This means that the inability of parents to buy supplementary books affect academic performance of pupils in examination.

Head teachers and teachers were in agreement that most parents do not buy supplementary books for their pupils hence hindrances to their academic progress. A good number of the pupils agreed that their parents buy for them supplementary books However, about a half of the pupils disagreed, meaning that a good percentage is still disadvantaged in their academic progress due to lack of supplementary reading materials.

Children from rich families are advantaged because their parents support them in their academic work by buying for them the supplementary books, but those from poor families entirely relies on what schools provide or borrow from the children from the affluent families.

Question item four sought to find out the extent to which provision of breakfast and supper to their children by parents affects their academic performance. The analysis of data revealed that 10 (22.7%) head teachers rated that it highly affects, 12 (27.3%) that it affects, 13(29.5%) it moderately affects while 9 (20.5%) it slightly affects. This gave a mean of 2.70. This means that it moderately affect the performance of pupils.

From the responses of head teachers one can infer that most families are not able to provide both breakfast and supper to their children. Although we have those families that can provide these meals to their children, there are those that cannot. Learners cannot study effectively when they are hungry leading to poor performance. Interview schedules for the senior teachers and class 8 teachers reveal that some children come to school without taking breakfast. This affects their concentration. A senior teacher said that” some pupils sleep on empty stomachs”. Although a significant number of the pupils said that they get breakfast and supper at home, a notable number do not. This is a factor which can affect their concentration in class.

Question item five sought to find out the extent to which parental provision of basic requirements affected academic performance. The analysis of data revealed that 11 (25.0%) head teacher rated that it highly affects, 12 (27.3%) felt that it affects, 10 (22.7%) that it moderately affects, (27.3%) it slightly affects while 1 (2.3%) it never affects. This

gave a mean of 3.50; it means that it affects pupils' academic performance. This implies failure to provide basic needs affects the performance of pupils.

Head teachers disagree that most parents provide basic needs to their children e.g. soaps and sanitary towels. On the other hand; most of the pupils, agree that their parents provide their basic needs. This response could be the pupils appreciation of their parents efforts whatsoever, in meeting their basic needs. It can also be as a result of the fear to expose their parent's economic status. The above findings are in agreement with Eamon (2005) who found out that academic achievement of students is negatively correlated with low social economic status of the parents, because it hinders the individual in gaining access to sources and resources of learning.

From the interview schedules, poverty was identified as a major challenge and a factor that affects academic performance. It was observed that most parents have low income, hence cannot afford to pay for internal examinations promptly. Internal examinations are used to acquaint the pupils with examinations. According to one class 8 teacher "poverty, unemployment and land size is the contributing factor. Most parents have small size of land, hence cannot provide basic necessities like paraffin." Another class 8 teacher said "many pupils do not have reliable sources of food, lighting and study room." Learners are also engaged in economic activities at the expense of learning. According to one senior teacher, "learners engage in petty business activities like trade hence less concentration on academic work."

Overall mean of the extent to which economic factors affect the academic performance of pupils was at 3.81. This means that economic factors affect the academic performance of

pupils. Therefore economic factors have a bearing on the academic performance of pupils, hence should be addressed by both the government and parents. Poverty of parents was identified as a major contributing factor. Poor parents are not able to feed their children. Above all, poor parents are not able to buy supplementary books for their children and provide conducive study environment for their children. Other economic factors that came up from the interview schedules affecting academic performance include; Child labour. Child labour is rampant in maize plantations, stone harvesting and chipping. This is done to meet the basic expense of studying. According to one senior teacher “many learners absent themselves from school especially during planting, weeding and harvesting of maize and sugar cane hence there is no consistence in learning. From the above reactions, it’s true that the economic factors have far reaching implications on the academic performance of pupils.

Economically endowed parents are able to feed their children well, provide them with the basic needs, and above all buy for the supplementary reading materials and examinations. Such parents are able to provide conducive and stimulating learning environment for their children. For instance, they are able to provide electricity and even study room for their children. They set targets for their children and even motivate them. In homes where parents are poor, the situation is the opposite of what we have in rich families. Meeting of the learners basic needs is a problem, let alone buying the basic learning resources. Some of the children are even told to go and provide labour in the maize and sugar cane plantations, petty trade and business, stone harvesting and chipping to raise the income of their families or meet their day to day needs. All this is done at the expense of learning. Some even absent themselves from school. Some of them absent themselves from school

to raise some income for their families. The situation in low income families is deplorable and stressful for the pupils, hence not conducive for successful learning, hence can affect their academic performance.

4.5 The Extent to which School Factors Affect Academic Performance of Learners

The fourth objective sought to establish the extent to which various school based factors affect the academic performance of pupils. The Head teachers were asked to rate the extent to which school factors affects academic performance of pupils. Their responses were as shown in Tables 4.4 to 4.9

4.5.1 Facilities

Table 4.4: Head teachers responses on the extent to which school facilities affect the academic performance of pupils in examination in Matete sub-county (n=44)

Statement	Highly Affect(5)		Affect(4)		Moderately Affect(3)		Slightly Affect(2)		Never Affects(1)		Total Score	Mean Rating
	F	%	F	%	F	%	F	%	F	%		
Use of Electricity to enhance teaching and learning	16	36.4	16	36.4	7	15.9	4	9.1	1	2.3	174	3.95
Use of computers in teaching and learning	26	59.1	12	27.3	4	29.1	1	2.3	1	2.3	192	4.37
Availability of enough text books	27	61.4	12	27.3	3	6.8	1	2.3	1	2.3	195	4.43
Adequate classroom for pupils	20	45.5	13	29.5	8	18.2	3	6.8	0	0.0	182	4.13
Availability of piped water	21	47.7	15	34.1	2	4.5	5	11.4	1	2.3	182	4.14
Availability of enough toilets	29	11.4	8	18.2	5	11.4	1	2.3	1	2.3	195	4.43
Sanitation	13	29.5	16	36.4	10	22.7	4	9.1	1	2.3	168	3.82
Overall Mean												4.18

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating
Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

Question item one sought to find out the extent to which the use of electricity to enhance teaching and learning in schools affects academic performances. The analysis of data revealed that 16 (36.4%) head teachers rated that it highly affects, 16 (36.4%) it affects, 7 (15.9%) it moderately affects, 4 (9.1%) it slightly affects while 1 (2.3%) it never affects. This gave a mean of 3.95. This means that the use of electricity affects learning. Schools which lack electricity are bound to perform poorly.

From the interview schedules majority of senior teachers, class 8 teachers and class 8 pupils through their focused group discussion were in agreement that electricity is crucial in the teaching and learning process and affects pupils' performance." it's apparent that most schools have not been connected with electricity, hence a major hindrance to their academic performance", asserted one class 8 teacher. Mungai (2011) observed that many schools are still not yet connected to electricity. Kenya being a developing country, the government has not been able to connect all parts of the country to the national grid. However, the trend is changing very fast because the government is now focused on ensuring that all schools have electricity, to facilitate the implementation of the laptop project to primary schools.

Question item two sought to find out the extent to which the use of computers in learning affected academic performance. The data analysis revealed that 26 (59.1%) Head teachers rated that it highly affects, 12 (27.3%) that it affects, 4 (9.1%) that it moderately affects, 1 (2.3%) that it slightly affects while 1 (2.3%) rated that, it never affects. This gave a mean of 4.37. This means that the use of computers affect performance. Schools that do not have computers may perform poorly.

The findings from the interview schedule established that over a half of senior teachers, class 8 teachers and class 8 pupils through their focused group discussion were of the opinion that, the use computers have an effect on academic performance. Coupled with the fact that most of the schools lack electricity, the use of computers is very minimal. According to one class 8 teacher, "this denies learners and teachers current and up to date information hence, they lag behind in academic performance". Mungai (2011) agrees that computers are still very expensive and despite the spirited efforts by the government agencies, NGOs, corporate organizations and individuals to donate computers to as many schools as possible, there still remains a big percentage of the schools unable to purchase computers for use by pupils coupled with the fact that many schools are still not yet connected to electricity. The laptop programme however has compelled the government to undertake the connection of power to schools, because the laptop project cannot take off in schools where there is no electricity.

Question item number three sought to find out the extent to which the availability of text books to be used by teachers and students affects academic performance. The analysis of data revealed that 27 (61.4%) head teacher rated that it highly affects, 12 (27.3%) that it affects, 3 (6.8%) that it moderately affects, 1 (2.3%) that it slightly affects while 1 (2.3%) that it never affects. This gave a mean of 4.43. This means that availability of text books affects performance. Schools that lack text books are bound to perform poorly. From the interview schedule it was found that over three quarters of the senior teachers, class 8 teachers and class 8 pupils through focus group discussions were in agreement that the availability of enough text books affected academic performance. It was also observed that most schools have adequate text books for use by teachers and pupils. This has been occasioned by the declaration of FPE by the NARC government in the year 2003. This

led to increased government funding of teaching and learning resources. A significant percentage of teachers and pupils also disagreed that these facilities are enough. It means that despite FPE learning facilities in our public schools are not adequate. More money needs to be pumped in schools to enable them purchase more teaching and learning materials. This finding agrees with Watkins (2000) who said that poor performance of pupils is attributed to inadequate supply of learning facilities. In his study Schneider (2003) found out that school facilities have a direct effect on teaching and learning. Text books enable pupils to follow the teachers sequence of presentation and aids in understanding of the lesson (Ubogu,2004).

Question item number four sought to find out the extent to which adequate classrooms for the pupils affected academics performance. The analysis of data revealed that 20 (45.5%) head teachers rated that it highly affects, 13 (29.5%) it affects, 8 (18.2%) it moderately affects while 3 (6.8%) rated that it slightly affects. This gave a mean of 4.13. It means that availability of physical facilities affects performance. It reduces congestion in classes.

Most of the head teachers who participated were in agreement that adequate classrooms affected academic performance. When parliament enacted the new law in 2003 that established the constituency development fund, the impact of the new law on the development of schools was felt. Funds were channeled to schools through the CDF for physical development of schools, hence schools now have classrooms. On the other hand, with FPE the number of pupils also increased leading to overcrowded classes. The above phenomenon led to a significant number of the teachers and class 8 pupils disagreeing with the fact that schools had enough classrooms. The above findings are in agreement

with Watkins (2000) who found out that children are frequently taught in overcrowded classes. Such a situation is not conducive for effective teaching and learning.

Interview schedules reveal that most of the senior teachers, class 8 teachers and class 8 pupils through focus group discussions felt that availability of physical facilities affect pupils performance. However some felt that there are inadequate physical and learning facilities such as library, desks and classes at their schools. According to one class 8 teacher, due to large number of learners “they cannot fit in one available room. This forces some of them to carry on with examination outside where we have got a lot of obstructions which may attract their attention hence poor performance”.

Question item five sought to find out the extent to which the availability of piped water to schools affected academic performances. The analysis of data revealed that 21 (47.7%) Head teacher’s rated that it highly affects, 15(34.1%) it affects, 2(4.5%) it moderately affects, 5 (11.4%) it slightly affects while 1(2.3%) rated that it never affects. This gave a mean 4.14. This means that availability of water affects learning. If learners trek for long distance to fetch water, it can lead to fatigue hence less concentration in class work.

From the interview schedule many senior teachers, class 8 teachers and class 8 pupils through their focus group discussion agreed that most schools do not have piped water. According to one standard 8 teacher,” Water is a basic necessity that affects other body functions including learning. Lack of water affects the concentration span of learners in class activities leading to poor performance”. Water is a basic necessity for effective learning. Lack of it can affect the concentration of the pupils. Migusi et al (2012) observed that amenities such as water, security and health facilities have a strong impact in enhancing education access and participation in the education sector. Availability of

water at school is important for the physiological and health of the children. Although efforts have been made by the county governments, non-governmental organizations and other well-wishers in supplying water tanks to schools. But a good number of schools still lack water, and students walk for long distances to access the facility which leads to time wastage and fatigue for the pupils.

Question item six sought to find out the extent to which the availability of enough toilets in the schools affected academic performance. The analysis of data revealed that 5 (11.4%) head teachers rated that it highly affects, 29 (65.9%) it affects, 8 (18.2%) it moderately affects, 1(2.3%) it slightly affects while 1 (2.3%) rated that it never affects. This gave a mean of 4.43. This means that adequacy of toilets affects learning. If the toilets are few, the learners' valuable learning time is spent on the queue for the use of toilets.

From the interview schedule majority of the senior teachers, class 8 teachers and class 8 pupils through focus group discussion were in agreement that availability of toilets affected academic performance. Schools with inadequate toilet facilities are not conducive for smooth teaching and learning process. A significant number of the teachers and pupils were in agreement that there are enough toilets in their schools.” Some have toilets courtesy of the availability of the CDF funds”, asserted one senior teacher. It was established that despite funding from CDF, some schools still have inadequate toilets. Pupils still queue to access the facility during break times. The situation is worsened in schools where water is inadequate.

Question item seven sought to find out the extent to which the provision of sanitary facilities to girls affected academic performance. The analysis of data revealed that 13 (29.5%) head teachers rated that it highly affects, 16 (36.4%) it affects, 10 (22.7%) it

moderately affects, 4 (9.1%) it slightly affects while 1(2.3%) it never affects. This gave a mean of 3.82. It means that provision of sanitary facilities affects the performance of learners.

A significant number of senior teachers, class 8 teachers and class 8 pupils through their focus group discussions were in agreement that availability of sanitary facilities for girls in schools affected academic performance. According to one senior teacher "Lack of sanitary facilities can lead to irregular attendance of lessons by girls leading to poor performance". This agrees with Wambugu and Kyalo (2014) who found out that adequacy of sanitary facilities has an effect on girls' participation and performance. This is mainly because girls thrive well in clean environment and they are sensitive to embarrassment, diseases and issues that create trauma in them. UNESCO (2009) observed that lack of clean and healthy sanitation like toilet and latrines means that girls often do not have anywhere to change or dispose their pads safely and privately.

Overall mean of the extent school facilities affect performance is 4.18. This means that availability of facilities, affects the academic performance of pupils. It's true that through FPE and CDF the government has overcome the problem of facilities like construction of classes and provision of learning facilities. Despite this effort, the researcher found that a good number of schools still lack adequate classes and toilets. In some schools classes were found to be in deplorable conditions, hence not conducive for learning. On the other hand few toilets means valuable academic time is spent by learners queuing in order to access the facility, leading to waste of time, eventually affecting pupil performance in exams. Free primary education also led to unprecedented influx of learners in schools. This also led to shortages in the teaching and learning materials hence the pupil-book

ratio in some schools is very high .Such conditions hinder the academic progress of the pupils. From the above argument, it is apparent that school facilities can affect the academic performance of pupils. Electricity is very important for lighting so that the pupils can study well. Schools with electricity are able to integrate information communication and technology (I.C.T) in the teaching and learning process hence making it easier for learners to access new and updated knowledge.

Textbooks are important for the learners to read and understand topics that might not have been covered well in class. They can also be effectively used by pupils for their revision. In the teaching and learning process text books can be used in learning English, mathematics and Kiswahili. Where they are inadequate ,it can hamper effective teaching and learning. With the implementation of FPE in public primary schools, there was unprecedented influx of pupils in schools, occasioned by free tuition that came with it. This led to an increase in pupil-teacher ratio, hence hindering effective teaching and learning process, since a teacher cannot give assignments, mark and revise on time. Discipline issues are also bound to be manifested. Besides the above, the increased number of pupils led to strained use of available facilities like desks, classes and library which became scarce compared to the number of pupils.

Water is a basic physiological need. Schools that lack adequate water supply may not have conducive learning environment for the learners since it affects other bodily functions hence lack of it can really disorganize the learners. The school environment should be healthy, conducive and learner friendly environment. A school with few toilets, poor sewage system, poor disposal of wastes, tall grasses and so on, can stress the

learners, hence affecting their performance. For a school to motivate pupils to learn well, a healthy environment is paramount.

4.5.2 Teachers Performance of Duties.

Table 4.5: Head teachers responses on the extent to which teacher performance affect the academic performance of pupils in examination (n = 44)

Statement	Highly Affect (5)		Affect(4)		Moderately Affect(3)		Slightly Affect(2)		Never Affect(1)		Total Score	Mean Rating
	F	%	F	%	f	%	F	%	F	%		
Lessons attendance by teachers.	25	56.8	13	29.5	2	4.5	1	2.3	3	6.8	189	4.27
Teachers report promptly for their lessons	1	2.3	25	56.8	0	0.0	15	34.1	3	6.8	138	3.14
Staffing of Teachers	18	40.9	5	11.4	21	47.7	0	0.00	0	0.0	173	3.93
Teachers are trained	11	25.0	24	54.5	9	20.5	0	0.0	0	0.0	178	4.05
Teachers have taught for more than 3 years in their current station	19	43.2	22	50.0	3	6.8	0	0.0	0	0.0	192	4.36
Overall Mean												3.95

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating
Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

Question item one sought to find out the extent to which lesson attendance by teachers affect pupils' academic performance. The analysis of data revealed that 25 (56.8%) head teachers rated it highly affects, 13(29.5%) it affects, 2 (4.5%) it moderately affects, 1 (2.3%) it slightly affects while 3 (6.8%) rated that, it never affects. This gave a mean of 4.27. This means that teacher's lesson attendance affects performance. Where teachers report promptly, it can lead to improved performance while where they report late can lead to a decline in performance.

The head teachers were of the opinion that class attendance by teachers affected academic performance. The senior teachers and class teachers were in agreement that lesson

attendance by teachers was generally good. However, a notable number of senior teachers, class 8 teachers who were interviewed and class 8 pupils through focus group discussions were of the opinion that cases of lessons not attended were common. Depending on the frequency of absenteeism, it can lead to poor performance by pupils. These findings are in agreement with Ubogu's (2004). In his research he found out that absenteeism by teachers reduces the amount of instructional time and these results in syllabus not being completed. This in turn results in lower output by pupils. Etsey (2005) established that on average 20% of public primary school teachers are always absent compared to 6% of their counterparts in private schools. He added that teachers absence from class hurt students, especially those in public schools who continue to perform poorly in national examination thus they cannot compete favourably with their counterparts in private schools. From the document analysis records, it was noted that most schools had the check in, check out books for teachers to sign on arrival and departure. From those records, cases of absenteeism were noted in some schools. Such books however cannot give reliable information on class attendance by teachers hence, there is need for most schools to improve on the lesson attendance monitoring techniques. Question item two sought to find out the extent to which punctuality for lessons by teachers affected academic performance of pupils. The analysis of the data revealed that 1 (2.3%) head teacher rated that it highly affects, 25 (56.8%) it affects, 15 (34.1%) it slightly affects while 3 (6.8%) rated that, it never affects. This gave a mean of 3.14. It means that it moderately affects performance. Therefore most schools do not have or have fewer cases where teachers report for lessons late. The majority of the Head teachers agreed that teachers reporting for lessons promptly affected academic performance.

From the interview schedules, it was found that slightly over a half of the senior teachers, class 8 teachers and class 8 pupils through focus group discussion agreed that teachers report for lessons promptly. However, a significant number disagreed. This significant number that disagreed implies that a notable number of teachers report late for lessons. This can lead to poor syllabus coverage hence poor performance. By not reporting promptly for their lesson, teachers show lack of enthusiasm for their work. This finding is in agreement with Ubogu's (2004) that teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well.

Question item three sought to find the extent to which staffing of schools affects academic performance. The analysis of the data revealed that 18 (40.9%) head teachers rated that it highly affects, 5 (11.4%) it affects, 21 (47.7%) it moderately affects. This gave a mean of 3.93. It means that it affects performance. It implies that adequate staffing of schools can lead to improved performance. On the other hand inadequate teachers can lead to poor performance.

Many of the head teachers said that staffing of schools affects academic performance. Schools with few teachers tend to perform poorly in their examination. Few teachers tend to be overloaded with work hence affecting their quality. Such a situation affects motivation of teachers. One senior teacher said “The teacher- pupil ratio is high hence hampers individual attention to learners needs”. From the focus group discussions, over a half of the pupils through their focused group discussion felt that most schools did not have adequate staff. This finding is in agreement with the findings of Kipchirchir et al (2010) who observed that there’s a shortage of teachers in the country. It agrees with our findings in that there are a few teachers and this is impacting negatively on academic performance.

Question item four sought to find out the extent to which the training of teachers affected academic performance. The analysis of data revealed that 11 (25.0%) Head teachers rated that it highly affects, 24 (54.5%) it affects, 9 (20.5), it moderately affects. This gave a mean of 4.05. It means that it affects the academic performance of pupils. This implies that training of teachers highly affects academic performance.

The Head teachers were in agreement that training of teachers affected academic performance. One senior teacher interviewed said "some schools had teachers who were not trained who were teaching. It means that some public schools still employ untrained teachers to help in filling the gap of staff shortages. Such teachers lack the skills and content required by a teacher to effectively teach pupils to enable them pass their examination leading to poor performance". From the focused group discussions, most of class 8 pupils agreed that their teachers were trained, but a significant number disagreed. The above finding is in agreement with Watkins (2000). In his study he found out that learners are taught by "unqualified and unmotivated teachers who are poorly paid and lack support".

Question item five sought to find out the extent to which teachers turn over affected academic performance. The analysis of data revealed that 19 (43.2%) Head teachers rated that it highly affects, 22 (50.0%) it affects, while 3(6.8%), rated that it moderately affects. This gave a mean of 4.36. It means that staff turnover affects the academic performance of pupils. This implies that frequent turnover of teachers affects the performance of learners as a result of the changes emanating from it.

A significant number of the Head teachers, agreed that high teacher's turnover affect academic performance. The interview schedule revealed that most of the senior teachers,

class 8 teachers and class 8 pupils through focus discussions said that teachers have stayed in their stations for over three years and therefore teacher's turnover is low. Such situation can either improve performance or not depending on the quality of the teachers. If they are performers it's good but non-performers will lead to the status quo. A notable percentage also disagreed meaning that staff turnover was noted in public primary schools in Matete Sub County. This affects continuity of learning leading to poor performance. The above finding is in agreement with Schneider's (2003). In her study she found out that high school teacher turnover forces schools to devote attention, time and financial resources attracting replacement of teachers. From the document analysis guide, staff records were perused. From those records, it was apparent that in some schools, the teachers had been there for over three years. Such situations may be good or bad depending on the productivity of such teachers.

Overall mean of the extent to which teachers performance affect the academic performance of pupils is 3.95. This means that teacher performance affects the pupils' performance. If teachers are prompt and regularly attend to their lessons they can improve performance and vice versa. The performance of teachers is a key factor in pupil performance. Lesson attendance is crucial if schools have to record good results. Schools with irregular attendance of lessons by the staff are bound to produce poor results as a result of poor syllabus coverage. Another variable on teacher performance is punctuality for lessons. Schools where teachers report for lessons late or leave early can result in poor syllabus coverage, again leading to poor performance of pupils in exams.

Staffing of schools is a major factor that affected most of the schools. In most schools there were inadequate teachers. Schools with high pupil-teacher ratio are bound to

perform poorly. Such teachers cannot adopt individualized approach in teaching and learning process because of the high number of pupils. Such a teacher cannot effectively supervise and assess learners' work effectively leading to poor performance. The quality of teachers was another issue that was raised. As a result of staff shortage, some schools employ untrained teachers to fill the gaps created by the shortage of trained teachers. Such teachers lack the necessary knowledge and skills to propel pupils to academic excellence, leading to poor performance. Furthermore cases of staff turnover were raised. Schools with high staff turnover are bound to be affected in their academic performance. Continuity in leaning is necessary for smooth transfer of knowledge from the teacher to the learners. Frequent transfers of teachers can affect the pupils because the new teacher comes with different approaches and standards which the learners may take long to adjust and get used to. This affects the leaning process and consequently the pupils' performance.

4.5.3 School Discipline

Table 4.6: Head teachers responses on the extent to which school discipline affects the academic performance of pupils in examinations (n = 44)

Statement	Highly Affects(5)		Affects(4)		Moderately Affects(3)		Slightly Affects(2)		Never Affects(1)		Total Score	Mean Rating
	F	%	F	%	F	%	F	%	F	%		
Boy girl teacher relationship.	33	75.0	7	11.4	4	9.1	0	0.0	0	0.0	205	4.66
Absenteeism of pupils from school.	10	22.7	23	52.3	4	9.1	7	15.9	0	0.0	168	3.82
Pupils report promptly for lessons.	6	13.6	26	59.1	1	2.3	11	25.0	0	0.0	159	3.61
Pupil's use of vernacular language.	5	11.4	23	52.3	4	9.1	10	22.7	2	4.5	113	3.20
Cases of pupils indiscipline are referred to guidance and counseling	17	38.6	27	61.4	0	0.0	0	0.0	0	0.0	193	4.39
School rules and regulations are often read out to pupils	11	25.0	23	52.3	4	9.1	4	9.1	2	4.5	169	3.84
Discipline and punishment book is available in the school	10	22.7	26	59.1	4	9.1	2	4.5	2	4.5	172	3.91
Overall Mean											3.92	

Key: F=Frequency %= Percentage, Arabic numbers (1-5) = Rating
Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

Question item one sought to find out the extent to which boy-girl, teacher- pupil relationships affects academic performance. The analysis of data revealed that 33(75.0%) head teachers rated that it highly affects, 7 (15.9%) it affects while 4 (9.1%) it moderately affects. This gave a mean of 4.66. This implies that the boy girl, teacher pupil relationships highly affect the academic performance. It means that boy-girl relationships

hinder the academic performance of the pupils. Instead of improving in performance they drop.

Most of the Head teachers who participated were in agreement that boy-girl, teacher-pupil relationship affect academic performance and it is not allowed at school. From the interviews most of the senior teachers and class 8 teachers were of the opinion that boy girl relationships were common in their schools. According to one senior teacher, “Such relations, if tolerated leads to lack of focus in academic affairs hence poor performance”. From the focus group discussion, class 8 pupils were of the view that boy-girl relationships are common and affect pupils’ academic performance. The findings from the punishment books reveal that cases of boy-girl relationships are there and had been handled before in nine schools.

The above finding is in agreement with findings done by UNICEF (1998) which found out that sexual violence and abuse has escalated in schools. This has forced many students to terminate learning. Whereas this has affected both genders, evidence shows that girls are more vulnerable.

Question item two sought to find out the extent to which absenteeism of pupils from school affect academic performance. The analysis of results revealed that 10 (22.7%) Head teachers rated that it highly affects, 23 (52.3%) it affects, 4 (9.1%) it moderately affects while 7 (15.9%) rated that, it slightly affects. This gave a mean of 3.82. This means that absenteeism of learners affects pupils performance in exams. It means that absenteeism by learners is bound to lead to decline in performance.

A high percentage of the head teachers, were in agreement that pupils who absent themselves from school are affected in their academic performance. These calibers of

pupils who frequently absent themselves are bound to perform poorly since they miss lessons. From the interview schedule, one class 8 teacher said “Irregular attendance of lessons by pupils lead to poor performance”. From the focus group discussions, a significant number of class 8 pupils felt that frequent absenteeism of pupils can affect their performance. From the class attendance registers, it was found that in over twenty schools, irregular attendance of lessons was common. This finding agrees with Ubogu’s (2004) who asserts that the effect of absenteeism and irregular school attendance is that materials taught is difficult to understand when studied on one’s own. Continued loss of classes, result to loss of content and knowledge. Assignments and exercises would not be properly and correctly done leading to poor performance. When interviewed the senior teachers and class teachers observed that there is a lot of irregular attendance of lessons by pupils leading to poor performance.

Question item three sought to find out the extent to which punctuality for lessons by pupils affected academic performance. The analysis of the data revealed that 6 (13.6%) head teachers rated that it highly affect, 26 (59.1%) it affects, 1 (2.3%) it moderately affect while 11(25.0%) rated that it slightly affects. This gave a mean of 3.61. It means that prompt response for lessons affect the academic performance, since it minimizes time wastage. On the other hand, time wastage by pupils can lead to poor performance by the learners.

From the interview schedule, majority of senior teachers and class eight teachers agreed that pupils reporting to school promptly for lessons affected their academic performance. According to one class 8 teacher “Laxity in coming to school can affect lesson attendance leading to poor performance”. From the focus group discussion, most of the class 8 pupils

were of the view that by pupils reporting promptly for lessons, it affects performance, especially those who report late for lessons.

Question item four sought to find out to what extent the use of vernacular language by pupil's affected academic performance. The analysis of data revealed that 5 (11.4%) Head teachers rated that it highly affects, 23 (52.3%) it affects, 4 (9.1%) it moderately affect, 10 (22.7%) it slightly affects while 2 (4.5%) rated that it never affects. This gave a mean of 3.20. It means the use of vernacular language by pupils moderately affects the academic performance of pupils. It means that the use of vernacular language cannot lead to improvement in the academic performance of learners, instead it leads to the drop in performance. Most of the head teachers agreed that the use of vernacular language is outlawed in most schools. The Senior teachers and class 8 teachers were interviewed felt that the use of vernacular affects the performance of learners in exams. According to one senior teacher, "pupils who communicate through vernacular cannot express themselves well in exams, leading to poor performance". From the focused group discussions, class 8 pupils also supported the view that the use of vernacular language affects pupils' performance in languages. Pupils who communicate through vernacular language cannot express themselves well in examinations leading to poor performance. From the document analysis records, punishment books from eight schools showed cases of learners who were punished for use of vernacular language. This findings is in agreement with Ubogu's (2004) who found out that pupils who interact using English language tend to understand it better and do well in examinations and all examinations are written in English. He further asserts that the prevalence of local languages means that pupils would

lack a lot of vocabularies in English which will be needed to understand teachers and text books they read.

Question item five sought to find out the extent to which by referring pupil's indiscipline cases to guiding and counseling committee affected academic performance. The analysis of data revealed that 17 (38.6%) Head teachers rated that it highly affects 27 (61.4%) it affects. This gave a mean of 4.39. This means that it highly affects the performance. It implies that referring the pupils for guidance and counseling affects the academic performance of pupils.

From the interview schedules, senior Teachers who were interviewed and class 8 teachers felt that guidance and counseling is crucial in pupils' academic performance. According to one class 8 teacher, "besides academic issues, guidance and counseling can be used to assist learners to cope with stressful situations that can affect their academic concentration leading to poor performance". From the focused group discussions, class 8 pupils felt that guidance and counseling is crucial and affects the academic performance of pupils. Records of guidance and counseling available from fifteen schools showed that cases of students' indiscipline were forwarded to guidance and counseling department.

The use of guidance and counseling committee by schools can lead to improved performance. However, there are a notable number of class 8 teachers who are in disagreement hence cases of indiscipline are rarely brought to the desk of guidance and counseling. Besides academic issues, guidance and counseling can be used to assist learners to cope with stressful situations that affect their academic concentration leading to poor performance.

The findings agree with Gakure et al (2013) who observed the existence of guidance and counseling committees. These committees also offer guidance and counseling to the indiscipline cases. In these cases, few indiscipline cases were reported. He also reported that there are existing structures of dealing with discipline issues.

Question item six sought to find out the extent to which by reading school rules and regulations to pupils affected their academic performance. The analysis of data revealed that 11 (25.0%) Head teachers rated that it highly affects, 23 (52.3%) it affects, 4 (9.1%) it moderately affects, 4 (9.1%) it slightly affects while 2 (4.2%) rated that, it never affects. This gave a mean of 3.84. This means that reading rules and regulations to pupils affects performance. This implies that reading rules and regulations is important so as to make them aware.

From the interview schedule, the senior teachers and class 8 teachers agreed that by reading school rules to pupils often affect their academic performance. "Effective use of school rules can instill discipline in learners, leading to improved performance. On the other hand, if learners are not told what is expected of them it forms fertile ground for indiscipline leading to poor performance", asserted a class 8 teachers. From the focus group discussion, class 8 pupils concurred that failure to read rules to pupils can lead to indiscipline hence affects the performance.

Question item seven sought to find out the extent to which availability of discipline and punishment book in their schools affected academic performance. The analysis of data revealed that 10 (22.7%) Head teachers rated that it highly affects, 26 (59.1%) it affects, 4(9.1%) it moderately affect, 2(4.5%) it slightly affects while 2 (4.5%) rated that, it never affects. This gave a mean of 3.91. This means that availability of punishment books affect

academic performance of pupils. This implies that availability of punishment books is necessary to monitor the discipline of pupils.

The data from the interview schedule showed that most of the senior teachers and class 8 teachers agreed that discipline and punishment book is available in their schools and this helps in improving academic performance.” Such records can be used to improve school discipline since cases of indiscipline are noted and notorious ones referred to guidance and counseling or even school management committee for further action”, asserted one senior teacher. From the focused group discussions, class 8 pupils felt that availability of punishment book is important to monitor and guide pupils. From the document analysis records, punishment books were analyzed. The analysis revealed that most schools had punishment books, and indiscipline cases are punished and recorded accordingly. Mwatsuma et al (2012) also established that schools have punishment books.

Overall mean for the extent to which school discipline affects the academic performance of pupils was 3.92. This means that it affects performances. Schools where there is lack of discipline among teachers and pupils, are bound to perform poorly in exams. School rules should be clearly spelt out to all concerned parties in school. Teachers and pupils should know their limits and consequences for misbehavior should be clearly outlined. This can assist to curb cases of boy-girl, teacher-pupil relationships, absenteeism of pupils from school, and the use of vernacular language. Schools where there is laxity, the above cases are bound to be rampant, leading to poor performance.

As a result of the banning of corporal punishment occasioned by the children rights, Republic of Kenya (2001), the remaining avenue for teachers to control misbehavior is through strengthening guidance and counseling, which was found lacking in most

schools. Guidance and counseling can be used to help pupils overcome stressful situations that affect their performance. It can also be used to correct misbehavior among pupils.

4.5.4 Quality Assurance Practice

Table 4.7: Head teachers response on the extent to which Quality Assurance affects the academic performance of pupils in examinations (n = 44)

Statement	Highly Affects(5)		Affects(4)		Moderately Affects(3)		Slightly Affects(2)		Never Affect(1)		Total Score	Mean Rating
	F	%	F	%	F	%	F	%	F	%		
Regular inspection of school	4	9.1	20	45.5	5	11.4	11	25.0	4	9.1	141	3.20
Availing of lesson attendance by the class prefects to the senior teacher.	5	11.4	14	31.8	6	13.6	18	40.9	1	2.3	132	3.00
Head teachers and deputy head teachers monitoring lessons attendance by teachers daily	13	29.5	21	47.7	3	6.8	5	11.4	2	4.5	176	4.00
Teachers arriving and departing from school at specific times	25	56.8	19	43.2	0	0.0	0	0.0	0	0.0	201	4.57
Overall Mean												3.69

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating

Interpretation of mean ratings: 1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

Question item one sought to find out the extent to which regular inspection of schools by Quality Assurance officers affects academic performance. The analysis of data revealed that 4(9.1%) Head teachers rated it highly affects, 20 (45.5%) it affects, 5(11.4%) it moderately affects, 11 (25.0%) it slightly affects while 4 (9.1%) rated that, it never

affects. This gave a mean of 3.20. It means regular inspection of schools moderately affect performance .Since the score is above average, it means, it has an impact on the performance of the learners.

A significant number of the senior teachers and class 8 teachers agreed that Quality Assurance Officers visits to schools affect academic achievement. This agrees with Gakure (2013) who observed that school inspectors usually visit the schools once a term. The work of the Ministry Quality Assurance department is to oversee the effective management of schools in order to bring about quality education outcomes. Quality Assurance Officers are supposed to ensure that standards of education are high through inspection. A situation where they rarely inspect schools leads to laxity in teachers hence poor performance. From the interview schedule it was observed that” Quality Assurance of the school is driven by the need and availability of funds”, asserted a Quality Assurance Officer. Availability of the funds is the justification that Quality Assurance Officers use for failure to inspect schools leading to laxity in teachers hence leading to poor performance. Documents analysis guide was also undertaken. A view of the visitors book for ten schools, revealed that the Quality Assurance officers had not visited them for long. Frequent Quality Assurance practice is necessary for teachers to be kept on their toes.

Question item two sought to find out the extent to which by class prefects availing lesson attendance to senior teachers daily affected academic performance. The analysis of data revealed that 5 (11.4%) Head teachers rated that it highly affects, 14 (31.8%) it affects, 6 (13.6%) it moderately affects, 18 (40.9%) it slightly affects while 1 (2.3%) rated that, it never affects. This gave a mean of 3.00. It means that availing of lessons attendance

records by class prefects to senior teachers affects performance. The rating is above average, hence, has an impact on the pupil performance.

Interview schedule from the senior teachers and of the class 8 teachers revealed that they were in agreement that lesson attendance is monitored by the senior teachers and this has an impact on academic performance. On the other hand, class 8 pupils, through focus group discussion agreed that monitoring of lesson attendance is crucial if good results have to be realized. Cunningham (2013) agrees that student governors of each class are given the responsibility to monitor teacher attendance on a weekly basis. Each governor records when a teacher is absent or present and if and when a class is missed, they note whether or not it was later re taught by the teacher. This helps in keeping track of teachers' absenteeism. Monitoring of the lesson attendance is very important in academic performance. Without monitoring, teachers tend to relax and become irregular in lesson attendance leading to poor performance. However, most schools had the reporting in and out books for teachers, but not for lesson attendance. This was a major weakness which should be corrected in most schools.

Question item three sought to find out to what extent the monitoring of lesson attendance by teachers daily by the head teacher and deputy head teachers affected academic performance. The analysis of data revealed that 13 (29.5%) Head teachers rated that it highly affects, 21 (47.7%) it affects, 3 (6.8%) it moderately affects, 5 (11.4%) it slightly affects while 2 (4.5%) rated that, it never affects. This gave a mean of 4.00, hence it means that monitoring of lessons attendance by the school administration affects performance. This implies that monitoring of lesson attendance is a crucial prerequisite for good performance.

The senior teachers, and class 8 teachers who were interviewed, were in agreement that school administration monitor lesson attendance. From the focused group discussion, class 8 pupils agreed that monitoring of lessons by the school administration can affect performance. Kibui (2013) agree that the school management is supposed to observe teachers lesson attendance and that prefects play an important role in helping the school management to monitor lessons. Prefects are supposed to report to the management every evening teachers who did not teach that day. The study found out that in some schools, the school administrations are not very keen on lesson attendance by teachers. Such practice can lead to laxity of teachers hence poor performance.

Question item four sought to find out the extent to which by teachers arriving and departing from school at specific time affected academic performance. The analysis of data revealed that 25 (56.8%) Head teachers rated that it highly affects, 19 (43.2%) it affects. This gave a mean of 4.57. It means that it highly affect the academic performance of pupils. It implies that taking note of arrival and departure of teachers is crucial for improvement in academic performance. This practice is not popular among teachers so the might not see the need for it.

Most of the senior teachers and class 8 teachers were in agreement that the teachers sign arrival and departure books. This helps to monitor teachers' attendance to their work. "By teachers diligently attending to their duties, academic performance will definitely increase. If teachers are allowed to enter and leave school at will, such freedom can lead to poor performance", asserted one senior teacher. From the focused group discussion, class 8 pupils felt that if teachers are left to arrive and leave at will, they are bound to be less committed to their work, hence affecting the pupils' performance. From the

document analysis, it was established that most schools have the arrival and departure books. Schools use those books in ensuring that cases of teacher absenteeism are minimized.

The overall mean of the extent to which Quality Assurance practice affects performance is 3.69. It means that schools with good Quality Assurance practice both external and internal are likely to perform better than those with none.

Quality assurance practices both internal and external are crucial in the teaching and learning process, if good results have to be realized. External quality assurance is done by the sub-county Quality Assurance Officer. However, many a times there is only one Quality Assurance Officer in a sub-county and only one vehicle. The vehicles to be used by other sub-county officers, like the sub-county education officer, sub-county director of education, and so on. Inspection of schools may be subjected to availability of transport and funds which are often lacking. The sub-county Quality Assurance Officer ends up visiting very few schools in a term as captured from the interview schedules. Such a situation can lead to laxity among teachers, hence affecting their performance.

Internal quality assurance practices are more crucial if good results are to be realized by schools. At school level this is done by the Head teacher, Deputy Head teacher, and senior teacher and class prefects. The above administrators should work as a team and device internal mechanisms of monitoring teaching and learning process with the aim of ensuring that lessons are well attended to. From the interview schedules the practice may not be popular among teachers, especially the lazy ones because it might expose them, but it is necessary if good results are to be realized.

4.5.5 Records.

Table 4.8: Head teachers responses on the extent to which records affect the

Academic Performance of Pupils in Examinations (n = 44)

Statement	Highly Affects(5)		Affects(4)		Moderately Affects(3)		Slightly Affects(2)		Never Affects(1)		Total Score	Mean Rating
	F	%	F	%	F	%	f	%	F	%		
Pupils are given three CATs per term	26	59.1	16	36.4	1	2.3	1	2.3	0	0.0	199	4.52
Teachers keep professional records	20	45.5	24	54.5	0	0.0	0	0.0	0	0.0	196	4.45
Staff meetings are held at least three times per term.	10	22.7	26	59.1	2	4.5	6	13.6	0	0.0	172	3.90
Class registers are marked daily by the teacher.	18	40.9	25	56.8	1	2.3	0	0.0	0	0.0	201	4.39
Overall Mean												4.32

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating

Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

Question item one sought to find out the extent to which giving pupils three continuous assessment tests every term affects performance. The analysis of data revealed that 26(59.1%) Head teachers rated it highly affects, 16 (36.4%) it affects, 1(2.3%) it moderately affects, while 1 (2.3%) rated that, it slightly affects. This gave a mean of 4.52 It means that administering of C.A.Ts, highly affects academic performance. This implies that frequent testing of learners is crucial in the improvement of performance.

Continuous assessment tests are very crucial in improving the academic performance in schools. Schools that fail to give continuous assessment tests may realize poor performance of learners in exams. From the Interview schedules, a significant number of

the senior teachers felt that, too many tests affect the performance of pupils. One senior teacher observed that “there are too many testing in between the term, hence affecting the syllabus coverage”. Syllabus coverage enables the learners to master the content, hence they can comfortably answer questions asked on the topics that have been covered in class. If the topics are not taught, they are bound to have problems in answering questions. From the focus group discussion, class 8 pupils concurred that administering three continuous assessment tests can affect the pupil performance. From the document analysis guide, learners’ progress records were examined. The examination revealed that most schools had the progress records. This practice should be encouraged because C.A.TS and their revision can assist the learners to understand the concepts hence improved performance.

Question item two sought to find out the extent to which by teachers keeping professional documents and the records approved and updated affected academic performance. The analysis of data revealed that 20 (45.5%) Head teachers rated that it highly affects, 24 (54.5%) it affects. This gave a mean of 4.45. It means the keeping of professional documents by teachers highly affects the academic performance of pupils. This implies that keeping of professional records by teachers is necessary for good performance to be realized.

Most of the class 8 teachers and senior teachers, were in agreement that teachers keep professional records and this has an effect on academic performance. “Keeping of professional records is important if a school has to realize good performance in examinations”, asserted one senior teacher. From the focused group discussion, class 8 pupils also agreed that keeping of professional records is important, if good results have

to be realized. This agrees with Ogamba et al (2013) who says that most teachers update their professional documents as per quality assurance guidelines. Lack of update of the teaching instruments led to mixing of the subject content hence a challenge in linking the previous content taught to the current one. This also renders a status of high unpreparedness on the side of the teacher which bares any meaning academic results. Professional records are very important if a school has to realize good performance in examinations. From the documents analysis guide, it was established that most of the teachers had the professional documents and use them. School administrators should encourage teachers to ensure that those documents are prepared as they assist in monitoring the learner's progress.

Question item three sought to find out the extent to which holding staff meetings at least three times per term affect pupils' academic performance. The analysis of results revealed that 10 (22.7%) Head teachers rated that it highly affects, 26 (59.1%) it affects, 2 (4.5%) it moderately affects, while 6 (13.6%) rated that, it never affects. This gave a mean of 3.90. It implies that holding of frequent staff meeting can affects the academic performance of learners.

From the interview schedules, slightly over a half of the senior teachers and class 8 teachers , agreed that staff meetings are held at least three times in a term. "Regular staff meetings help the teachers to examine the academic progress and come up with strategies of improving on academic performance", observed one class 8 teacher. Other teachers were of different view where it was observed that some schools hold frequent meetings where teachers are involved hence no learning for pupils. One class 8 teachers observed that "misplaced priorities by the school administration and irrelevant meetings in school

affect learning leading to poor performance”. On the side of pupils through focus group discussion, most of the pupils were of the view that staff meetings are crucial since teachers use them to make teaching strategies. The document analysis of the staff minutes revealed that most schools held meetings at least two times a term. Such meetings should be held because important academic issues and strategies are made during such meetings. Question item four sought to find out the extent to which marking of class registers daily by the teachers affect the academic performance. The analysis of data revealed that 18 (40.9%) Head teachers rated that it highly affects, 25 (56.8%) it affects, 1 (2.3%) it moderately affects. This gave a mean of 4.39. It means marking of class registers daily by the teachers affects the academic performance of pupils. This implies that it is necessary since a teacher is able to monitor the attendance of learners. From the interview schedule, one class 8 teacher remarked that “class registers are important in monitoring class attendance of the pupils”. It is therefore likely to affect the performance of the learners. From the focused group discussions, class 8 pupils felt that monitoring of lesson attendance through class registers is crucial. From the document analysis guide, it was established that class registers are available and are marked by the class teacher. Marking of registers is important in monitoring the attendance of lessons by the learners.

Kirui and Osman (2012) contend that attendance registers should be marked by the class teachers and not class prefects. Class registers are important in monitoring class attendance of the learners.

Overall mean of the extent to which professional records affect the academic performance of pupils is 4.32. It means that professional records are important factor in the academic performance of pupils.

School records include professional records like schemes of work, lesson plans, learner's progress records and records of work covered. Other records include class attendance records for teachers and pupils and staff meetings minutes records. Professional records are important to guide the teacher in the teaching and learning process. Without them the teacher might not be orderly and effective in his or her teaching, hence it is necessary that for effective teaching and learning, teachers prepare professional documents.

Pupils and teachers attendance records are necessary to monitor the attendance of lessons. Chronic absenteeism for lessons by pupils and teachers can lead to poor performance. Pupils who miss lessons may be disadvantaged in exams because of failure to understand the topic that was taught in their absence. Absenteeism by teachers is bound to lead to poor syllabus coverage, hence poor performance. From the document analysis guide records of pupils missing lessons were availed from the class registers. schools also had reporting and departure books for teachers. Such books show the presence of teachers, but cannot give a true picture of the attendance of lessons. This was a weakness that was identified in most schools.

Staff meetings minutes are also crucial in the teaching and learning process. Teachers can use staff meetings to discuss strategies of improving on academic performance and pupils discipline and welfare. Regular staff meetings are therefore necessary if results are to be realized. Nevertheless this should not be done at the expense of teaching and learning.

4.5.6 Parental Involvement

Table 4.9: Head teachers responses on the extent to which Parental involvement Affects The Academic Performance of Pupils In Examinations (N = 44)

Statement	Highly Affect(5)		Affect(4)		Moderately Affect(3)		Slightly Affect(2)		Never Affects(1)		Total Score	Mean Rating
	F	%	F	%	F	%	F	%	F	%		
Election of the school officials is done at the end of the year	10	22.7	24	54.5	1	2.3	7	15.9	2	4.5	165	3.75
School committee is involved in decision making matters.	19	43.2	18	40.9	5	11.4	2	4.5	0	0.0	186	4.23
School committee is involved in guidance and counseling	10	22.7	22	50.1	7	15.9	5	11.4	0	0.0	169	3.84
School committee monitor's academic progress of learners.	7	15.9	26	59.1	2	4.5	6	13.6	3	6.8	160	3.64
School committee is involved in sourcing for learning materials	10	22.7	22	50.0	2	4.5	7	15.9	3	6.8	161	3.66
Overall Mean												3.82

Key: F=Frequency, %= Percentage, Arabic numbers (1-5) = Rating

Interpretation of mean ratings:

1.00- 1.44=, Never Affect, 1.45- 2.44 =, slightly Affect, 2.45- 3.44=, moderately Affect, 3.45-4.44 =, Affect, 4.55-5.0=, highly Affect.

Question item one sought to find out the extent to which holding of election of the school officials at the end of each year affected academic performance. The analysis of data revealed that 10 (22.7%) Head teachers rated it highly affects, 24 (54.5%) it affects, 1 (2.3%) it moderately affects, 7 (15.9%) it slightly affects, while 2 (4.5%) rated that it never affects. This gave a mean of 3.75. It means that regular election of school management committee officials affects the academic performance of pupils. This means that holding of election of schools' committees every end of the year is crucial in achieving good results in academic performance.

From the interview schedule, the senior teachers and class 8 teachers agreed that the election of the school committee is conducted at the end of every year and that these elections affect the academic progress of the learners.” Fresh and result oriented members are required for the improvement of the academic performance”, observed one class 8 teacher. In their focus discussion groups, class 8 pupils felt that elections for school management committees regularly is crucial for the schools and affects performance.

Question item two sought to find out the extent to which school committees involvement in decision making in matters of serious disciplinary cases from the pupils and teachers affect academic performance. The analysis of data revealed that 19 (43.2%) Head teachers rated that it highly affects, 18 (40.9%) it affects, 5 (11.4%) it moderately affects, while 2 (4.5%) rated that, it slightly affects. This gave a mean of 4.23. This means that school committees should be involved in disciplinary cases in schools since it affects the school performance. It was established from the interviews that the senior teachers and class 8 teachers agreed that school committees are involved in decision making in matters of serious disciplinary cases. According to one senior teacher,” Schools where the school committee is not active, indiscipline cases are bound to raise leading to poor academic performance”. On the other hand from the focus group discussion, class 8 pupils were supportive of the idea that school committees should be involved in solving disciplinary cases and that without these committees, academic standards can be affected. K’odera (2011) affirms that all stakeholders had a role to play in enhancing discipline in schools though on the other side of the argument would also hold to be true that the stakeholders could easily cause indiscipline in schools, depending on how well they play their roles.

Question item three sought to find out the extent to which school committees' involvement in guidance and counseling of pupils and teachers affect academic performance. The analysis of data revealed that 10 (22.7%) Head teachers rated that it highly affects, 22 (50.1%) it affects, 7 (15.9%) it moderately affects while 5 (11.4%) rated that, it slightly affects. This gave a mean of 3.84. It means that involvement of school committees members in guidance and counseling affect the academic performance of pupils.

A notable number of the senior teachers and class 8 teachers felt that the school committee is involved in guidance and counseling of pupils and teachers. Guidance and counseling if used effectively can lead to improved discipline and academic performance of pupils." Since children take advice from their parents seriously, their involvement in guidance and counseling is crucial if schools have to improve their performance", asserted one class 8 teachers. From the focus group discussion, class 8 pupils were in agreement that school committees should be involved in guidance and counseling of pupils and teachers. Ouma et al (2013) recommends that parents, community and sponsors should be sensitized by Ministry of Education on their roles on pupils discipline management in schools. By involving parents, discipline can easily be managed in schools.

Question item four sought to find out the extent to which by school committee members coming to school occasionally to monitor the academic progress of learners, affect academic performance. The analysis of data revealed that 7 (15.9%) head teachers rated that it highly affects, 26 (59.1%) it affects, 2 (4.5%) it moderately affects, 6 (13.6%) it slightly affects while 3 (6.8%) it never affects. This gave a mean of 3.64. This means that

frequent visits of the school committee affects school academic performance. From the interview schedules, it is apparent that the senior teachers and class 8 teachers were in agreement that school committee members come to school occasionally to monitor the academic performance of the learners. From the focus group discussion, of standard 8 pupils, agreed that school committees should monitor academic progress of the pupils. This can lead to improved performance.

This finding is in agreement with Obogu's (2004) who said that parents' interaction with teachers enables them to know what problem their children encounter in the schools and what can be done to deal with the problems. For schools to realize positive academic results, partnership with the parents through the school committee is crucial. Gature in IPAR (2008) also agrees with the findings. He says that PTA is usually involved in monitoring academic progress. His study shows that schools receive some support from PTA. However, the capacity of management authorities such as BOM and PTA is under spotlight. These bodies include people who monitor and evaluate what goes on in schools and it's often reported that some of the members of these important bodies have no knowledge or skills to enable them to understand the dynamics of curriculum implementation let alone school management.

Question item five sought to find out the extent to which the school management committees' involvement in the sourcing of learning materials, affects academic performance. The analysis of data revealed that 10 (22.7%) Head teachers rated that it highly affects, 22(50.0%) it affects, 2 (4.5%) it moderately affects, 7 (15.9%) it slightly affects, while 3 (6.8%) rated that, it never affects. This gave a mean of 3.66. This implies that involvement of school committees in sourcing for learning materials affects the academic performance of learners.

From the interview schedule it was established that a significant number of the senior teachers and class 8 teachers were in agreement that school management committee should be involved in sourcing for the learning materials and that it affects pupils performance. According to one senior teacher, “school committee members should assist the head teacher in purchasing relevant and adequate materials for the learners. Such an approach is good for teamwork and conducive working atmosphere, hence can produce good results”. Through their focus group discussions, class 8 pupils supported the idea that school committees should be involved in sourcing for the learning materials. They felt that such cooperation can improve the quality of the learning materials hence affecting the academic performance. This agrees with Njeri (2013) who affirms that SMC plays a role in procurement of the teaching and learning materials, since SMC in Kenya is a legal trustee of the school. PPOA (2009) stipulates the role of SMC as far as procurement of learning materials is concerned. Therefore schools are found to be abiding with the government policies. To check the misuse of school funds, the involvement of the school committee is crucial.

Overall mean on the extent to which parental involvement affect the academic performance of pupils is 3.82. It means that parental involvement affect the performance of pupils. Team work is important for schools to realize the academic goals. All stake holders (parents included) should be involved in school matters for schools to realize good results.

For any successful institution, teamwork is very crucial. In a school situation good results can be realized if all stakeholders are brought on board. There are many issues in school like pupil welfare, discipline, academic issues, and guidance and counseling, which call

for the input of all stakeholders. During the election of school committee members, the quality of the members to be elected is crucial because the input of the committee members in school matters is crucial for realization of good results. They should therefore be people who are results oriented, hardworking and above all, with good educational background. This will enable them to have an input on school matters. Schools with school committees with the above qualities are bound to realize good results. School committees input is crucial in guidance and counseling matters, academic issues and even development of the physical facilities and sourcing for the teaching and learning resources. Above all, their input is important in ensuring that school funds are not misused.

From the interview schedules there were several other school factors that were observed to affect academic performance. These include too much examination. One senior teacher observed “Too many testing in between the term affects syllabus coverage.” Another factor was syllabus coverage. One class 8 teacher observed that “syllabus coverage enables the learners to master the content hence they can comfortably answer questions asked on the topics that have been covered in the class. If the topics are not taught, they are bound to have problems in answering the questions”. Though exams are crucial for teachers to know the progress of the pupils and make corrections, they should not be too much at the expense of teaching. Above all it becomes rote learning.

Another factor identified was peer influence. One class 8 teacher observed that “If a pupil associates with those who are lazy and indisciplined, he or she is bound to be carried away.” Learners should be advised through guidance and counseling to associate with the correct peers who are focused and can assist one another academically.

Poor time management was also identified as a factor that affects performance. Poor time management emanates from both the school management and the learners “School loose many teaching hours at the beginning of the term. This leads to less work being done and syllabus is not completed hence poor performance”, asserted one senior teacher.

Involvement in too much co-curricular activity was also identified as a school factor that affects performance. One class 8 teacher said that “if pupils are involved from zonal up to national level, they are bound to lose much of their academic time, leading to poor performance”. Time wastage is a common phenomenon in most public schools, for instance at the beginning of the term academic trips, co-curricular activities and so on. This affects syllabus coverage, if no measures to recover the lost time are undertaken.

Overall mean for the extent to which school factors affect performance is 3.98, which means that various school factors affect the performance of the learners in exams. The school factors that were identified, if addressed, can lead to improved performance. However, boy-girl, teacher-pupil relationships and absenteeism of pupils can be retrogressive to the pupils’ academic performance hence schools should come up with measures to guard against those vices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the findings obtained from the analysis in chapter four are used to make conclusions and recommendations for possible action to be taken by relevant authorities. The chapter is divided into five parts, part one deals with the introduction, part two with the summary of the study, part three with conclusions, part four with implications of the study, part five with recommendations and finally the study provides the recommendations for further study. The broad objective of the study was to determine the extent selected factors affect academic performance of pupils in public primary schools in Matete Sub County. The summary of the findings, conclusions and recommendation are presented below.

5.2 Summary

5.2.1. The extent through which government policies affect academic performance of pupils.

The study established that, government policies moderately affects performance being rated at 3.39. It means that government policies moderately affect pupil performance. However, one government policy that's, staffing policy was found to have profound effect on learning being rated at 4.39, where we have adequate teachers learners are bound to perform better and vice versa. It was established that most schools did not have adequate teachers. The pupil –teacher ratio was very high. Such a teacher cannot teach learners effectively, attend to the learners needs and assess them properly.

5.2.2. The Extent Socio-Cultural Factors Affect Academic Performance of Pupils in Examinations

The study found out that involvement of the pupils in domestic chores impact negatively on their academic performance. The extent the socio-cultural factors affected performance was rated at 3.88, meaning that involvement of social cultural activities affects the academic performance of the learners .A lot of time is wasted in domestic duties and other socio-cultural activities hence limiting the pupils time to study. Participation in domestic chores was found to have profound negative effect on the performance of pupils being rated at 4.05, meaning that it affects performance . This implies that a lot of time is spent on domestic chores hence affecting pupil's academic performance.

5.2.3 The extent to which economic factors affect the academic performance of pupils.

It was established that, economic factors affected the academic performance of pupils, being rated at 3.81. Rich parents are able to provide for the learning needs of their children leading to improved performance. Poor parents are not able to support the learners materially, leading to poor performance. Poor parents cannot afford to feed their children, buy paraffin, nor access electricity to their homes nor even buy text books and revision materials for their children. This hinders the academic progress of the pupils.

5.2.4. The extent to which school based factors affect the academic performance of the learners.

It was found that, availability of facilities like electricity, classrooms, desks, water, toilets, and sanitary towels and books highly affect performance of pupils being rated at 4.18 Some schools still have a shortage of the above facilities cannot provide a conducive learning atmosphere hence poor performance.

On teachers performance cases of irregular attendance of lessons by teachers were noted. Other factors related to teacher performance were, teachers report for the lessons late, use of untrained teachers by some schools and poor transfer policy, where some teachers overstay in one station.

School discipline was identified as wanting in most schools. Rampart cases of indiscipline affect the academic performance of pupils. It was also noted that there was poor internal and external Quality Assurance practice. Poor quality and assurances measures leads to laxity among pupils and teachers hence poor performance.

Lack of involvement of school management committees in the academic and guidance and counseling in academic matters of the school was also pointed out as a factor that affects the performance.

5.3 Conclusion

It was concluded that government policies affects pupils' academic performance. These policies include, FPE, banning repetition, provision of sanitary towels, and re-admission policy for school girls who deliver. The above policies do not automatically lead to improv pupils academic performance. However, staffing policy was identified as having major effect on pupil performance. It was found that most schools do not have adequate teachers, hence it is imperative that the staffing policy should be addressed by the government as a matter of urgency with the aim of increasing the number of teachers.

From the research findings, it was clear that FPE has affected academic performance in most schools though in some the performance was still low. The provision of sanitary towels to the girls had improved their class attendance. There was also mixed reaction as

to the value of readmission of the girls who deliver before completion of learning. Whereas a majority of the respondents agreed that the readmitted girls perform well in examinations, others were of the opinion that they do not perform well. For those interviewed they felt that their readmission impacted negatively on the morals of the other learners. It was also agreed that the provision of learning facilities especially the books by the government has affected academic performance of pupils.

It was also observed that pupils are sent home to collect other levies which are not provided by the school and the government. There was a mixed reaction as to the value of repetition despite the government ban of the practice. While some respondents saw it as an opportunity for those learners who are slow to catch up with others, other respondents viewed it in negative angle where they said it does not affect performance at all. Pertaining to the influence of various government policies on academic achievement an overall mean of 3.8 was found hence it affect academic performance. The most important government policies that were found to affect academic performance were provision of staff, provision of learning resources and provision of sanitary towels .It was found out that of all government policies, staffing policy moderately effects on pupil performance, being rated at 3.39, hence should be addressed as a matter of urgency.

Various socio- cultural factors were studied and the extent to which they affect pupils performance. It was concluded that generally domestic chores have an effect on academic performance and that girls are the ones affected most since they have quite a number of chores that they perform at home. The participation in cultural festivals was also seen to be having an effect on performance. Most learners do not perform well in examination because of involving themselves in numerous socio cultural festivals. The traditional

culture of respect and value are fast being eroded and they are affecting the academic performance of pupils. It was also revealed that parents seem not to have control over their children during the school holidays. They are not aware of what their children indulge in during these holidays. This is having an impact on the performance of their children in examination since a majority said they spend their time socializing. An overall mean of 3.88 was found. This implied that socio cultural factors affect pupils academic performance of pupils. The socio cultural factors that were found to affect the pupils' academic performance are participation in cultural festivals, performance of domestic chores and erosion of cultural values.

The extent to which economic factors affect academic performance was also studied. The results concluded that most families live on less than a dollar per day. Hence these families are below the poverty line. By living with less than a dollar a day, families are not able to afford decent food and cannot afford to have both breakfast and supper and also being able to supplement the books bought in the school by the government. The economic factors also got an overall mean of 3.81. This implies that it affects academic performance. The various economic aspects that affect academic performance were the use of electricity, the buying of supplementary materials and the ability of the parents to buy paraffin for use by their children.

On school based factors, it was concluded that, most schools are not supplied with electricity hence the pupils are not able to do morning and evening lessons that require source of light. Lack of electricity has also impacted on the absence of computers since these gadgets require electricity to function properly. On a positive note, it was found out that most schools have books. These books are bought by the school through the FPE

funds. It was also found out that most schools have enough classrooms and this shows the importance CDF is playing to improve education standards in the country. As far as water is concerned, it was found out that most schools do not have piped water and therefore this aspect consumes learners' time as they seek for water. Most schools were found to have few toilets especially for girls making learning less conducive.

Lesson attendance by teachers were found to be good and that teachers reported to school promptly however there seems to be a shortage of teachers. Teachers are trained and most have taught the same school for over 3 years, this can promote or affect performance depending on the quality of teachers.

School discipline plays an important role in academic performance. Most respondents agreed that boy- girl relationship, teacher pupil relationship affects the academic performance. As for the learner's absence, there was a mixed feeling as to whether learners who absent themselves from school are punished. Laxity was identified in some schools where learners do not report promptly for lessons. Use of vernacular language is prevalent in most schools. Guidance and counseling department were found to be active and that school rules and regulations are there but are rarely read to the pupils. The discipline book is available and this helps to track down on the cases of indiscipline and for the referral of extreme cases for guidance and counseling. It was generally agreed that both internal and external Quality Assurance practices affect the performance of the pupils, although the practices for most schools were poor. It was also found out that monitoring of lesson attendance is crucial for the realization of good performance. It was found out that administration of at least 3 CATs per term and keeping of professional documents affects the performance of pupils. It was also noted that meetings between

school management committees and teachers are necessary for good performance to be realized. It was noted also from some respondents that frequent meetings involving teachers and the school management interfere with class work. Learners' attendance of schools is monitored by the use of the class registers which are marked by the class teachers this can also lead to improved performance. Other factors that came out which affects performance were election of school committees, involvement of school committees in decision making and in guidance and counseling of pupils and teachers. Frequent election of school committees is important to bring in fresh and results oriented group. Involvement of the committees in sourcing for learning materials and in guidance and counseling was inadequate in most schools which is not conducive for good performance.

Lack of involvement of school management committees in the academic and guidance and counseling in academic matters of the school was also pointed out as a factor that affects the performance.

5.4 Recommendation

5.4.1 Government policies

The schools need more funding to improve on the physical and learning resources for the learners.

The government should endeavor to employ more teachers to cushion the schools on the shortage of teachers. The government's policies like ban on repetition and readmission of pupils who become pregnant after delivery should be accompanied by tangible follow up mechanisms to ensure that school administration implement the policies.

The national governments together with the county government need to come up with a clear policy and roll out the provision of sanitary towels to girls in all schools.

5.4.2 Socio-cultural factors

Parents need to be sensitized on the importance of giving their children enough time to do their studies by minimizing the time spent on doing domestic chores.

The retrogressive practices that add no value to the learners should be discarded. These practices include traditional circumcision ceremonies, funeral ceremonies and so on. Awareness meetings should be organized by the county government to sensitize people about some of these retrogressive cultural practices. Parents should not abdicate their core roles of guiding and counseling their children to teachers alone. Parents should be on the fore front in instilling moral values in their children.

5.4.3 Economic factors

The national and county governments should come up with economic policies that will empower people such as subsidized farming, provision of soft loans, reduced taxes and marketing of farm products for farmers.

Extension services for farmers should be revived so the farmers are educated on the best farming practices. Traders should also be educated on successful business practices and be given soft loans to expand their businesses. These measures should be undertaken to economically empower the parents.

The sub-county administrators should ensure that children are not subjected to child labour. Those subjected should be rescued and taken to school.

5.4.4 School Based Factors

School administrators should come up with strategies of ensuring full attendance by both teachers and pupils.

School administrators should ensure that discipline is upheld.

Educational stakeholders should ensure that they work together for the success of the schools.

The national government should avail more resources to the Quality Assurance Officers to be able to execute their work effectively.

Internal quality control measures should be put in place by schools to ensure effective monitoring of the teaching/learning process.

5.5 Recommendation for Further Study

- i. The study was only carried out in Matete Sub County. A replica of the study can be carried out in other Sub Counties of Kakamega county to compare the findings.
- ii. Further research on the impact of FPE on primary education in Kenya is necessary.

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APPENDICES

APPENDIX A: HEAD TEACHER'S QUESTIONNAIRE:

This questionnaire is meant to collect data for a study entitled “Factors Affecting Academic Performance of Primary School Pupils in Matete sub-county”. This questionnaire is an integral part of the study. You are therefore requested to complete it and provide any additional information you consider relevant. The information provided will be treated with confidentiality.

GENERAL INFORMATION:

1. Number of teachers' Male _____ Female _____ Total _____

2. Pupils enrolment: Boys _____ Girls _____ Total _____

SECTION A: Using a tick (√) rate on a 5-point rating scale, factors affecting pupils academic performance in Matete sub-county, where, HA = Highly Affect A=Affect, MA=Moderately Affect, SA=Slightly Affect, and NA=Never Affect

1. FACILITIES	HA	A	MA	SA	NA
Use of Electricity to enhance teaching and learning.					
Use of Computers in teaching and learning.					
Availability of text books.					
Adequate classroom for pupils.					
Availability of piped water.					
Availability of enough toilets.					
Provision of Sanitary facilities for girls.					
2. TEACHER PERFORMANCE	HA	A	MA	SA	NA
a) Lesson attendance by teachers.					
b) Teachers report promptly for their lessons.					
c) Staffing of teachers.					
d) Teachers are trained.					
e) Teachers have taught in school for three years and above.					

3. SCHOOL DISCIPLINE	HA	A	MA	SA	NA
a) Boy-girl, teacher pupil relationship.					
b) Absenteeism of Pupils from school.					
c) Pupils report promptly for lessons in our school					
d) Pupils' use of vernacular language.					
e) Cases of pupil Indiscipline are referred to guiding and counseling committee.					
f) School rules and regulations are often read out to the pupils.					
g) Discipline and punishment book is available in our school					
4. QUALITY ASSURANCE	HA	A	MA	SA	NA
a) Regular inspection of schools.					
b) Availing of lesson attendance by class prefect to the senior teacher daily.					
c) The Head teacher and Deputy head-teacher, monitoring lesson attendance by teachers daily.					
d) Teachers arriving and departing from schools at specific times.					
5. RECORDS	HA	A	MA	SA	NA
a) Pupils are given three continuous assessment tests every term.					
b) Teachers keep professional records.					
c) Staff meetings are held at least three times every term.					
d) Class registers are marked daily by the class teacher.					
6. PARENTAL INVOLVEMENT					
a) The election of school officials is done at the end of every year					
b) The school committee is involved in decision making in matters of serious disciplinary cases from the pupils and teachers					

c) The school committee is involved in guidance and counseling of pupils and teachers.					
d) School management committee comes to school occasionally to monitor the academic progress of learners.					
e) School management committee is often involved in the sourcing of the learning facilities.					
7. ECONOMIC FACTORS	HA	A	MA	SA	NA
a) Ability of parents to buy paraffin for use by their children for preps.					
b) Pupils use of electricity for their evening preps.					
c) Most parents buy supplementary books for their children.					
d. Parents are able to provide breakfast and supper to our pupils.					
e. Parents are able to provide basic requirements for their children.					
8. SOCIO-CULTURAL FACTORS	HA	A	MA	SA	NA
a) Performance of Domestic chores.					
b) Participation in cultural festivals.					
c) Erosion of cultural values.					
d) Loss of control of parents over their children.					
e) Pupils poor study habits					
9. GOVERNMENT POLICY	HA	A	MA	SA	NA
a) Free primary education					
b) Provision of sanitary towels to girls					
c) Readmission of girls who deliver					
d) Provision of learning facilities					
e) Provision of staff					
f) Repetition of classes					

APPENDIX B. INTERVIEW SCHEDULE FOR QUALITY ASSURANCE AND STANDARDS OFFICER.

1. What was the sub-county mean score in the following years.

YEAR	MEAN
2012	
2013	
2014	
2015	

1. What government education policies and to what extent to they affect the academic performance of pupils?
2. How often do you ensure that you inspect all the schools within the sub-county?
- 3 .From your visits, what school factors and to what extent to they affect the academic performance of pupils?
- 4 .Briefly from your experience what cultural factors and to what extent do they affect the academic performance of pupils?
5. What economic factors and to what extent to they affect the academic performance of pupils in exams?

APPENDIX C: INTERVIEW SCHEDULE FOR SENIOR TEACHERS.

1. What was your school mean score for the following years?

YEAR	MEAN SCORE
2012	
2013	
2014	
2015	

1. What government education policies and to what extent to they affect academic performance of pupils in examinations in Matete sub-county?
2. From your experiences, what socio- cultural factors and to what extent do they affect the performance of pupils in examinations in Matete sub-county?
3. Outline the economic factors and to what extent they affect the academic performance of pupils in examinations in matete sub-county.
4. School factors:
 - a. Are there adequate physical and learning resources in your school. If no, which ones are lacking?
 - b. What is the CBE for your school? How many teachers does your school lack?
 - c. On average, how long have your teachers taught on that school? how many are trained, how many are not?
 - d. How is lesson attendance by teachers monitored in your school?
 - e. On average, how many times do the Quality Assurance and Standards officers visit your school in a term?
 - f. Does your school have a school management committee? Which school issues does your school seek their views.

APPENDIX D: INTERVIEW SCHEDULE FOR CLASS 8 TEACHERS.

1. What was the school's mean score for the following years?

YEAR	MEAN SCORE
2012	
2013	
2014	
2015	

2. What government policies and to what extent to they affect academic the performance of pupils in examinations?
3. From your experiences, what cultural factors and to what extent to they affect the academic performance of pupils in examinations?
4. Outline the economic factors and to what extent they affect the performance of pupils in examinations?
5. What school factors and to what extent to they affect the academic performance of pupils in exams?

**APPENDIX E: FOCUS GROUP DISCUSSION SCHEDULE FOR CLASS 8
PUPILS**

Boys.....Girls.....

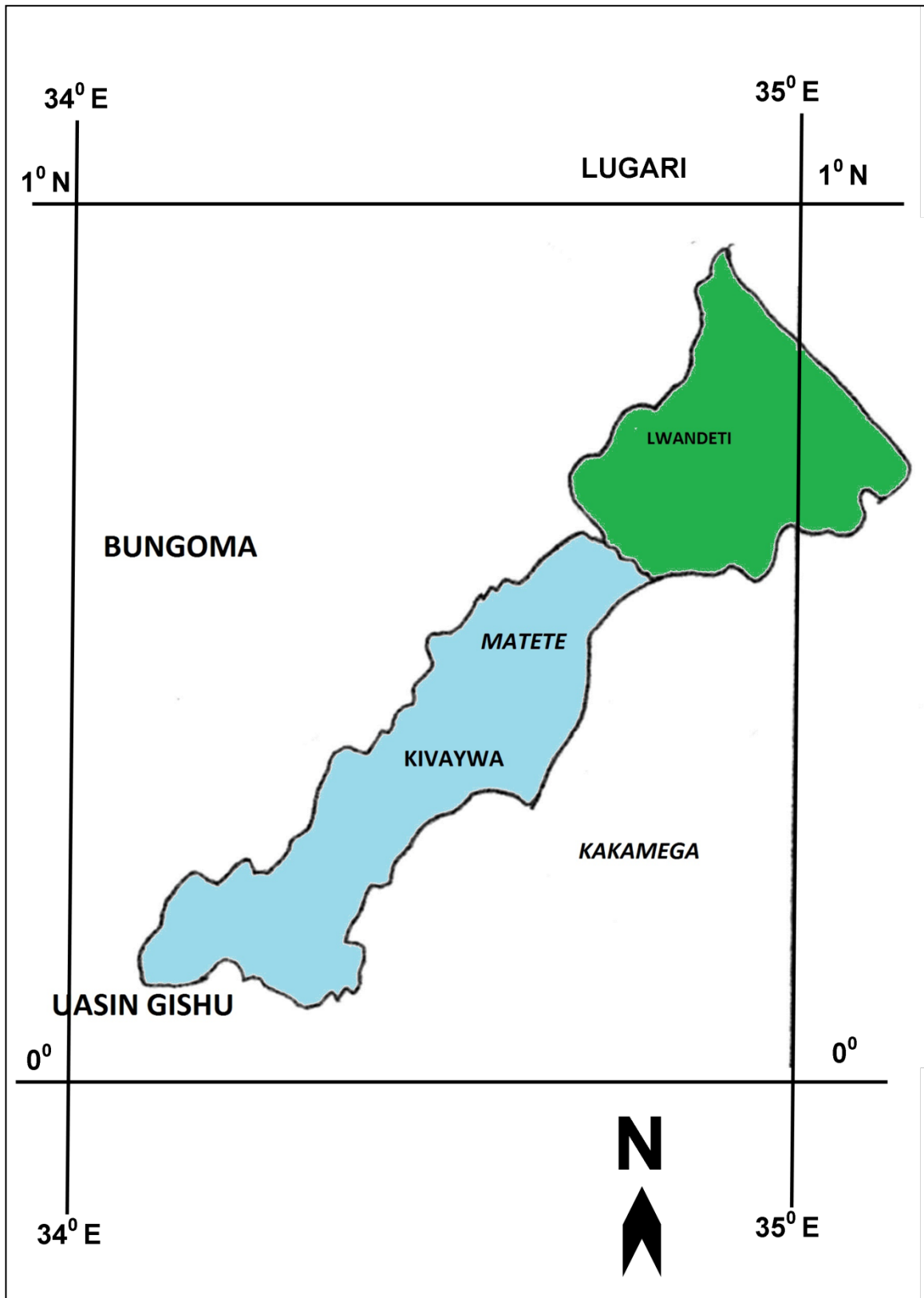
1. Name any Five educational polices and the extent to which they affect the academic performance of pupils in examination.
2. From your experience, what cultural factors affect the performance of pupils in examination and to what extent?
3. What economic factors are likely to affect the performance of pupils in examination and to what extent?
4. What school factors are likely to affect academic performance of pupils and to what extent?

APPENDIX F: DOCUMENT ANALYSIS GUIDE FOR THE HEADTEACHER

The researcher will request for the following documents from the school head teacher for perusal for the purpose of this study;

- a. Staff meeting minutes file.
- b. Class registers for standard seven and eight.
- c. Staff attendance register.
- d. Guidance and counseling records.
- e. Discipline book.
- f. Education Act.
- g. Pupils progress records for standard 7 and 8.
- h. Visitors' book.

APPENDIX G: MAP OF MATETE SUB COUNTY



Source: Matete Sub County Education Office 2015

APPENDIX H: KREJCIE AND MORGAN TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

APPENDIX I: RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telephone: 020-2676793
When replying please quote.
Ref No: MAT/EDU/ RES/VOL 1/



District Education Office,
Matete District
P.O. Box 34-50136
MATETE
15-03-2015

REPUBLIC OF KENYA

SAMMY BURUDI

**RE: AUTHORITY TO CARRY OUT RESEARCH ON SELECTED FACTORS
AFFECTING ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS-
MATETE SUB-COUNTY**

Reference is made to the above subject matter.

The above named person has reported to this office and has been given permission to carry out research on above subject within Schools in Matete sub-county, Kakamega county.

Please accord him necessary co-operation and direction in child and institutional matters.

Thanks.

EDWARD MULIADI

FOR: SUB-COUNTY EDUCATION OFFICER
MATETE SUB-COUNTY

