

**SCHOOL BASED FACTORS INFLUENCING PERFORMANCE IN PUBLIC DAY
PRIMARY SCHOOLS IN MIRIGA MIERU EAST DIVISION, IMENTI- NORTH
DISTRICT, MERU COUNTY, KENYA**

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Arts at KCA University**

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DECLARATION

I declare that this dissertation is my original work and has not been presented for award of any certificate in any other institution.

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Declaration by Supervisor

I confirm that the work in this dissertation was done by the candidate under my supervision.

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For and on behalf of KCA University

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Date: _____

DEDICATION

I dedicate this dissertation to my lovely Husband Nyaga for his financial and moral support, and also to my Daughters Grace and Joy for their sacrifice and understanding until the completion of this report.

ACKNOWLEDGEMENT

I sincerely wish to thank my Supervisor Dr. Pamela for guiding me through the writing of this dissertation. I also wish to appreciate my classmates for the support we have accorded each other while undertaking this research work.

God Bless You All.

ABSTRACT

Poor performance in Kenya Certificate of Primary Education in some regions of Kenya has been attributed to various factors which differ depending on the region under study as well as the school. Performance in Miriga Mieru East Division in Meru County Kenya has been dismal in the recent past. The purpose of the study therefore was to investigate the influence of school based factors on performance in Kenya Certificate of Primary Education Examination in Miriga Mieru East Division, Imenti North District. The objectives of the study were to determine the influence of learning resources, school physical facilities and human resource on academic performance in K.C.P.E in public day primary schools. This study was guided by systems theory input-output model developed by Ludwig Van Bertalanfly in 1956. According to the theory, an organized enterprise does not exist in a vacuum in which it is established, and the inputs from the environment are reserved by the organization which then transforms them into outputs. As adapted in this study, the students (inputs) are admitted into the primary school from different social-economic backgrounds. The target population for the study was the 27 public day primary schools in Miriga Mieru East Division. The study employed a descriptive survey design. This design was the most appropriate for this study because the researcher sought information from respondents regarding their opinion of the performance and how it has been influenced by the school based elements. When they get into the school system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic performance. A simple random sampling technique was used to sample 11 out of the 27 schools. In every school, purposive sampling technique was used to sample the head teachers in every school visited. Four pupils two from class eight and 2 from class seven and three teachers who teach class eight pupils were sampled randomly from each school. Questionnaires were used as instruments for data collection. Two public day primary schools from Miriga Mieru West Division were used for pilot study to test validity and reliability. The researcher visited the sampled schools and administered the questionnaires to the head teachers, teachers and pupils. The data was analyzed by descriptive statistics (frequencies and percentages). The research findings show that the schools in the division have adequate resources but the performance was still below average. Human resource was inadequate. The study recommends that more teachers to be employed, inservice programmes for both the head teachers and teachers through the ministry of Education, parents to be fully involved in school programs and a study to be carried out to establish the external factors influencing performance in the same division.

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OPERATIONAL DEFINITION OF TERMS

Learning Resources – refer to anything that one can use to support the learning process.

Primary education – refer to the first level of education leading on to higher levels.

Pupil – a young person learning under the close supervision of a teacher at school.

Pupils' Performance - refer to the marks attained by pupils' in KCPE Examination.

School Administration - refer to any person appointed by teachers' service commission as the head teacher in the day to day management of primary school.

School Based Factors - refer to physical human and financial resources used by schools in promotion of academic performance.

Teacher – is a person who provides education for pupils.

ABBREVIATION AND ACRONYMS

CATs – Continuous Assessment Tests

EFA – Education for All

FAWE – Forum For African Women Educationalists

FPE –Free Primary Education

KCPE – Kenya Certificate of Primary Education

KNEC – Kenya National Examination Council

MDGS – Millennium Development Goals

MOEST – Ministry of Education, Science and Technology

NCST – National Council of Science and Technology

RoK – Republic of Kenya

SPSS – Statistical Package for Social Science.

ST&I – Science and Technology and Innovation

ST&I – Science, Technology and Innovation

TLR – Teaching Learning Resources

TSC – Teachers Service Commission

UNESCO – United Nation Education Scientific and Cultural Organization

WHO – World Health Organizati

CHAPTER ONE

INTRODUCTION

This chapter contains the background to the study, statement of the problem, research objectives and questions, significance of the study, limitation and delimitation and the organization of the study.

1.1 Background to the Study

Access to primary school education has improved rapidly throughout the developing world since 1990, but learning outcomes have lagged behind (World Bank, 2006). The overall education sectors' goals is to achieve Education for All (EFA) and Millennium Development Goals (MDGs) by 2015, in tandem with National and International Conventions and Commitments as well as the Integration of Science and Technology and Innovation (ST&I) in all the productive sectors and processes (Ministry of Education, 2008). The Government commitment in provision of quality education is demonstrated by the heavy investment in the sector. The country has been allocating a relative higher percentage of the national budget towards education. Todero (2004) argues that, a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in National economy will be unable to develop anything else.

The primary purpose of education is to bring about desirable change in behavior through acquisition of skills, attitudes, competencies, critical and creative thinking. Students learning outcome is influenced by appropriate utilization of school resources. Investing in education is

the key to ensuring that schools become institutions where student work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential (UNESCO, 2007). In order to achieve academic excellence, teaching-learning environment must be conducive and endowed with adequate resources. According to Mbatia (2004), provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are acquired based on availability of financial resources in schools.

The issue of poor performance in public day primary schools in Kenya has been of much concern to all. When free primary education (FPE) was introduced in the year 2003, the system was faced with many challenges. Wamukuru (2006) asserts that, the number of students exceeded the available human and physical facilities in the 18,000 public schools. This was supported by the MOEST (2010), by adding that the teacher-student ratio increased from the recommended 1:40 students per class to between 1:60 and 1:90 students per class. Availability of teaching learning resources (TLR) enhances the effectiveness of schools as these are basic things that can bring about good academic performance of students. Malabi (2003) ascertained that all institutions or organizations are made up of human beings (workers) and other non-human resources.

Likoko et al (2013) in their study on adequacy of institutional materials and physical facilities and their effects on quality of teacher preparation in colleges in Bungoma County and a study done by Mbaaria (2006) on the relationship between learning resources and performances in secondary schools in Ndaragwa District indicate that there is significant difference in resource

availability in the higher performing schools and low performing schools. This was supported by Adeguen (2001) who discovered a very strong positive significant relationship between institutional resources and academic performance. Adeagun observed that schools that are endowed with more materials performed better than schools that are less endowed. His words were echoed by Mwiria (1985) who argues that students' performance is affected by the quality and quantity of teaching and learning materials. He adds that institutions with adequate facilities such as text books stand a better chance of performing well in examination than poorly equipped ones.

From the above evidence, many studies have been done on the impact of school environment and students' academic attainment and most of them attest to the fact that there is significant relationship between schools based factors and students' performance. Several researchers have identified factors that contribute to quality of education in schools. According to Babayom (1999), private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Therefore, the adequacy of human, physical and material resources in schools is a major factor responsible for learning outcome of pupils. Schools that do not have facilities are unlikely to post good results.

In Kenya, Kenya Certificate of Secondary Education (KCPE) is seen as the basis of progression in academic field and the mark attained in KCPE is a benchmark for joining a secondary school. The study of performance in primary school level, National Examination is vital to reduce wastage (Eshwani, 1993). This study therefore sought to establish the impact of school based factors namely learning resources, school physical facilities and human resource on pupils

performance in KCPE in public Day Primary Schools in Miriga Mieru East Division, Imenti North District, Meru County, Kenya.

1.2 Statement of the Problem

The rapid increase in enrolment in Kenya’s public schools due to FPE has triggered widespread concern over its implication on pupils’ academic performance in National Examinations. There is need to address the issue of availability and adequacy of school learning, physical and human resources that are catering for the large number of pupils currently in public day primary schools. Education has always been an important asset and is regarded as a key human development index. The selection to form one is normally based on performance in KCPE. Performance in Miriga Mieru East Division has been below average for the five years under study resulting to many pupils losing good opportunities for further education. This is evidenced by the table 1.2.1 below:

Table 1.2.1: Average Score of Pupils in the Division for the years 2009 – 2013

Average Score of pupils out of 500 Marks					
Year	2013	2012	2011	2010	2009
Score	211	213	205	196	196

In order to realize good performance in schools, the school environment should be conducive and endowed with the necessary resources such as teaching materials, physical resources and

human resources. These resources must be put in place and used effectively in classroom practice. According to UNESCO (2007), teachers' resource and the school environment have an obvious impact on education and eventually students' performance. Okumbe (1999) observes that no matter how well staffed the school is, without appropriate learning materials, the basic goals of the school, that is, teaching and learning to realize good performance in a school can be seriously handicapped. There is need for studies to be carried out in every region that registers low marks to ascertain the factors that influence performance in that region. The factors differ in different regions and this study therefore proposed to find out how school based factors have contributed to academic performance in public day primary schools in Miriga Mieru East Division Meru County.

1.3 Research Objectives

The study was guided by the following objectives:

- (i). To determine the influence of teaching and learning resources on pupils' performance in KCPE in public day primary schools.
- (ii). To assess the adequacy of school physical facilities and their influence on pupils' performance in KCPE in public day primary schools.
- (iii). To examine the effect of human resource on pupils' performance in KCPE in public day primary schools.

1.4 Research Questions

- (i). What is the influence of teaching and learning resources on pupils' performance in KCPE?
- (ii). To what extent does the adequacy of school physical facilities influence pupils' performance in KCPE?
- (iii). To what extent does human resource influence pupils' performance in KCPE?

1.5 Significance of the Study

KCPE is an important examination in education system in Kenya. The findings of this study would inform the school administrators the importance of providing the necessary resources for the teaching/learning process in order to improve the academic performance. The information will also help the policy makers in human resource planning, allocation and disbursement of funds to public primary schools in the country.

Stakeholders such as teachers and pupils would be able to address the anomalies then improve on education standard.

NGOs such as UNESCO who have invested heavily in education in Kenya will have a better understanding of the influence of school based factors on academic performance in schools. The study will also provide literature and road map for scholars who may want to study in the area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents a review of literature related to the study. It begins with the Theoretical Review, followed by the empirical review whereby the literature concerning the objectives is reviewed, then the knowledge gap and finally the conceptual framework showing the relationship between the variables.

2.2 Theoretical Review

This study was guided by systems theory input-output model developed by Ludwig Van Bertalanffy in 1956. According to the theory, an organized enterprise does not exist in a vacuum in which it is established, and the inputs from the environment are reserved by the organization which then transforms them into outputs. As adapted in this study, the students (inputs) are admitted into the primary school from different social-economic backgrounds. When they get into the school system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic performance.

According to Robbins (1980), organizations were increasingly being described as absorbers, processors and generators and the organizational system could be envisioned as made up of several interdependent factors advocates. According to Robbins, organizations have recognized that a change in any factor within the organization has an impact in all other organizations

subsystem components. Thus, the processors and the generators should function well in order to achieve the desired outcome.

With regard to the input-output model, it is assumed that the student's with different social economic backgrounds will perform well if the school has adequate teaching resources, physical facilities and human resource which may not always be the case and this is the shortcoming of the theory. This theory therefore, requires that all the people involved in the teaching learning process understands what they are trying to achieve, a task that is difficult to achieve.

2.3 Empirical Review

2.3.1 Influence of the School Teaching and Learning Resources on Performance in KCPE

In order to achieve the goal of quality education, its efficiency and productivity, better learning materials and resources are needed. Learning resources are of vital importance to the teaching of any subject in the school curriculum. Learning resources include textbooks, charts, maps, electronic instructional materials, audio-visual aids, video tapes, paper supplies as well as writing materials such as pens, eraser, exercise books, crayons, chalk, drawing books, note books, pencil, ruler and many others. Ngaroga (2007) observes that teaching and learning materials are those that are accessed in the school environment, collected and brought. These materials can be three dimensions real objects, two dimensions and others being electronic. Teaching and learning resources have many advantages as they form a focal point of attention, arouse interest, stimulate the learner's imagination, save time and promote retention and memory. Scarcity of textbooks, libraries and physical facilities according to Coombs (1970), will constraint educational system from responding fully to new demands.

Learning involves interaction of the student with the environment. Provision of adequate learning resources at all levels including equipment and human resources enhances quality and relevance of imparted skills of learners (Lumuli, 2009). A school that has adequate instructional materials is likely to post better grades than a school which lacks enough of such materials. According to Mwiria (1985), student's performance is affected by the quality and quantity of teaching and learning resources. He noted that institutions with adequate facilities such as text books stand a better chance of performing well in examination than poorly equipped ones. The RoK (2005), noted that scarcity of finances by the government has led to inadequate provision of teaching learning materials which are essential for attainment of any good results in KCPE.

A study conducted by Gogo (2002) in Rachuonyo district showed that the quality of education had remained average which he attributed it to inadequate teaching and learning materials and equipment. He further recommended that in order to provide quality education the availability of relevant teaching /learning materials and facilities is crucial. Eshiwani (2001) argues that poor performance in Kenya is due to poor teaching methods, and an acute shortage of textbooks. The fact that as many as six students would share one text book in some schools makes it impossible for them to complete their homework.

According to Maundu (1987), good performance demanded that every learning institution be equipped with relevant and adequate textbooks. He adds that instructional resources play an important role in explaining the wide variation in academic performance among students. In addition, Muthamia (2009) stated that teachers can only be effective and productive in their work

if they have adequate and relevant facilities. This was echoed by Makau (1986) who observed that instructional materials such as textbooks and science equipment for both teachers and students are key variable in student's learning and performance at all school levels.

Teachers are the curriculum implementers and due to the emphasis put on the learner centered curriculum approach, teachers need to use a wide variety of resources to enrich the learning environment. The adequacy of physical and teaching materials as well as their effective utilization has been a matter of serious concern to educators. Okorie (2001) observe that utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students. To support Okories' words, Schearens (2003) added that availability of teaching/learning resources enhances effectiveness of schools as they can bring about good academic performance. According to J.S. Farrant (1980), teaching and learning resources are important in enabling learners to achieve high marks. Basic resources such as chalkboard, books must be availed for any school to perform well. Individualized learning is almost impossible without these resources. However in Kenya, most of the resources are not evenly distributed as schools are located in different environments all over the country. Schools in marginalized areas, have few environmental resources as compared to those in wet areas.

There is a lot of literature which indicates that efforts to enhance access and participation in education are thwarted by multi-various and intertwined factors including the school based variables (Orodha, 2013). Learning resources is a major factor that influences performance in KCPE. A study by Daraja (2007) reported that since the re-introduction of FPE in 2003, the challenges to the availability and quality of free education have been compounded by lack of

adequate physical facilities, learning Equipment, overcrowding and insufficient teaching staff among others.

2.3.2 Adequacy of School Physical Facilities and Performance in KCPE

School physical facilities refer to schools' physical structures, equipment and other teaching and learning resources, class size among others (Dorman, 2008). Generally, such School physical facilities include classrooms, administration block, libraries, laboratories, workshops, playgrounds, assembly grounds, kitchen, and toilets. The type of atmosphere prevailing in a school plays an important role in inspiring the children to learn more and more. Various studies done on effect of school environment on academic performance confirms that school environment that is not conducive for learning lead to under-performance (Chimombe, 2011). Lack of adequate physical facilities may have a negative impact on teaching learning process. A pupil who is not in a comfortable environment may be disturbed in mind thus may not concentrate in class if some needs are not met. Nishuis (2005) observe that school environment is of paramount importance to promote learning. The type of atmosphere prevailing in school is a perpetual inspiration for the children to learn more and more. He further argues that classroom environment is the total of social, emotional, mental and physical factors that make overall contribution to the teaching, learning process within the classroom. This was echoed by Schearens (2003) who noted that availability of teaching learning resources enhances effectiveness of schools as they can bring about good academic performance.

The introduction of FPE in 2003 led to increased enrolment, additional pressure on existing school infrastructure leading to poor conditions and overcrowding that are un-conducive to good

learning environment. The UNESCO report on state of Kenya's primary schools states that, 40 percentage are poorly ventilated, 49 percent are without adequate furniture for pupils, 47 percent are prone to noise and 10 percent have roofs caving in. Some schools have no toilets and in schools that have toilets, the number of pupil's using each toilet is way above the Ministry of Education requirements of 30 boys and 25 girls per toilet. Although the Ministry of education says that more than 8 billion shillings have been spent towards building new classrooms and rehabilitation of dilapidated ones in public schools since the free primary education was introduced, the situation on the ground is different as many schools are still in poor conditions and unfit for learning process (Wachira, 2011). Johan (2004) argues that the inadequacy of physical and material resources in schools is a major factor responsible for learning outcome of students. Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching learning materials are unlikely to post good results.

According to Goddard, Hoy and Hoy (2000) and Heck (2000), favourable learning environment also improves academic and professional standards of the school and leads to higher achievement. Physical materials in terms of adequacy and quality have a great impact on performance in the examination. Eshiwani (1993) found that the school based factors that influence the performance in pupils include availability of teaching and learning materials. The primary material infrastructure is one of the major barriers to improving access and quality in primary education in Kenya. Therefore, the schools physical facilities such as classrooms, laboratories, desks and books have a direct bearing on performance among students in developing countries. The development and maintenance of school facilities in educational institutions by communities, parents and sponsors should continue to be encouraged. Adeogun

(2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He argues that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Sallis (2002) indicated that an educational programme cannot be effectively implemented using only policy guidelines even if the teachers are trained and committed without adequate and appropriate physical facilities such as classrooms, toilets and playgrounds. According to FAWE (2001), schools that lack adequate classrooms for instance, hold their lessons outside or under trees. During bad weather such lessons are postponed or are never held altogether. This interferes with syllabus coverage and students from such schools do not perform well in examination. MOEST (2005) emphasizes the importance of ensuring that there are adequate and appropriate facilities for teaching /learning so that educational programmes could be implemented effectively.

2.3.3 Human Resource and Pupils' Performance in KCPE

An educational institution's human resource consists of teachers and other support staff who engage in the process of teaching and learning. Malabi (2003) opined that all institutions or organizations are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. There should be optimum use of the available human resource especially teachers if good performance is to be achieved. Every institution should strive to attract and retain the best of human resource

Teacher quality is the most important school human resource input because it predicts student achievement. Teaching learning process cannot take place without a teacher, just as it can't without a learner. The teacher and the learner hence becomes the major element in the learning process. According to Ferguson and Gilpin (2001), teacher quality is a broad category, which includes dimensions such as experience, subject knowledge, scholastic aptitudes and their teaching ability. The qualities like academic qualification and knowledge of the subject matter, competences, skills and the commitment of a teacher have an impact on teaching and learning process. Muhammed and Rashid (2011) observe that academic qualification, refresher courses or training and teacher experience are the most important qualities of a teacher.

Okumbe (1998) argues that the quality of doctors, teachers, lawyers, accountants, engineers and other professional depends on how well they have been prepared for their various roles in society by their teachers. He further added that there is a strong indication that most teachers in both primary and secondary schools in developing countries are conscripted into teaching professions.

It is worth noting that it is the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. They do most of the evaluation. The teacher initiates, develops and directs student learning so as to realize good results in the national exams. The daily nation of October 8th 2001 cited poor coverage syllabus, failure to understand questions and poor teaching method as some of the weaknesses noted in many school. Proper syllabus coverage will depend on time management in the school by head teacher, teachers and students. Comber and Keeves (2003) stated that within limits, the more hours allowed for instruction in subjects the higher the achievement. Similarly at the end of secondary school the more the home work given and corrected the better the student's performance in examination.

This implies that good time management by the teachers would ensure effective syllabus coverage. Kimani (2002) asserts in his study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners notebooks. Frequent exposure of students to test can improve examination performance, promptness in giving and marking homework assist in identifying areas of weakness to be improved. When there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction, this can enhance better syllabus coverage. Therefore, teachers are essential players in promoting quality education in schools because they are catalysts of change.

Odhiambo (2008) argues that there is urgent need to undertake comprehensive evaluation of teachers in public schools, simply because their professional performance cannot be separated from their pupils' outcomes. He also observes that there is need to invest regularly in the development of teachers as teachers need access to continuous and effective updating systems. In support, Okumbe (1998) notes that educational management has no choice as to whether to train teachers and other employees or not. This is because the competence of employees will never last forever due to such factors as curriculum change, technological change transfers and promotions.

According to Uwezo Assessment Report (2011), teachers' shortage is acute and is highly affecting learning. On average, every Kenyan school has a shortage of four teachers. Nationally a teacher is in charge of fifty two children except in Western province where a teacher is in charge of 64 children. Counties with worst pupil teacher ratio are also having the worst learning levels. The shortage of well-trained teacher was also identified in the year 1964 – 1970 development

plans as a major obstacle to achieving education for all. The plan emphasized the need of expanding teacher training facilities in order to reduce the number of untrained teachers and meet the demand of rapidly expanding primary education system. Muluki (2003) noted that professional qualification of teachers is important in improving the quality of teaching techniques (skills). Onguti (1987) concurred with the findings by noting that a trained and a qualified teacher is an asset to the school and teachers. According to Eshwani (1983), it is not only the professional qualification of the teacher that matters but also the academic qualification. The “credentials of teachers both in pre-service education attainment and the type of professional training given may be a major determinant of the quality of Kenyan schools.”

Metler et al (2010) observed that more qualified and experienced teachers are more sensitive to public examinations and thus were more likely to look into their main strategy of guidance and use test oriented materials in presenting candidates for KCSE and the strategy he/she has advocated to withstand the wash back effects of examination results feed back. According to Murnane (1985) students learning is heavily influenced by teachers’ effectiveness and their years of experience. In service training is an old concept that has continuously been modified to suit the dynamics of life. Terms as professional development, staff development, in-service training, and refresher courses, all refer to the same concept. According to UNESCO (2002), the in-service training workshop gives teachers a personal and professional boost, allowing them to use new materials and inject more life and participation in the classroom. Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development so that they can be able to participate locally and internationally in decision affecting their teaching environments (UNESCO, 2000).

2.4 Knowledge Gap

The core business of the ministry of education science and technology is to make the Kenyan child count in matters of personal development. The government commitment to provision of quality education is demonstrated by the heavy investment in the sector. The country has been allocating a relative higher percentage of the national budget towards education. It is now upon the heads of primary schools to ensure that children enjoy all their rights and especially the right to quality education. (Kenya Primary School Head Teachers Association Conference, August 2014). Teachers, resources and the school environment have an obvious impact on education and eventually student's performance (UNESCO, 2007). Despite the government measures through funding basic education, performance in public day primary schools in Miriga Mieru East division has been persistently low as evidenced by the table below.

Table 1 -Miriga Mieru East Division KCPE Results for the Years 2011 - 2013

Serial No.	Name of School	Mean Score				
		2013	2012	2011	2010	2009
1	Kathithi	299.36	286.54	280.66	296.99	288.96
2	Muthlankari	327.04	292.79	283.33	280.69	272.62
3	Kirimaitune	207.33	209.70	198.38	245.78	228.64
4	Kirima katwiko	218.10	225.25	222.95	223.76	204.65
5	Ngiine	218.10	219.42	218.59	222.34	203.89
6	Chugu	206.96	228.33	229.97	220.15	191.71
7	Nthamiri	197.19	221.91	230.34	218.50	167.62
8	Mbeli	256.59	239.84	155.17	209.77	182.63
9	CCM Giaki	202.70	192.14	218.55	208.48	224.06
10	Rwanyange	257.16	226.10	182.93	209.28	191.41
11	Kithoka	202.10	192.14	214.21	207.00	180.50
12	Runogone	241.75	221.17	216.34	205.03	235.04
13	Kithirune	258.88	245.42	231.50	204.06	227.01
14	Mukongorone	198.69	210.29	205.63	203.10	175.26
15	Munithu	195.81	257.97	211.87	190.64	201.01
16	Nkabune	175.85	189.25	194.69	185.43	181.90
17	Karirwara	200.33	187.16	198.07	179.26	157.30
18	Kambiti	172.30	195.32	180.13	175.18	180.04
19	Thuura	198.26	252.29	205.39	165.56	187.89

20	Gachua	201.85	203.24	174.89	164.24	187.38
21	Ntani	187.78	198.13	171.29	160.89	188.25
22	Gichunge	199.81	209.42	227.81	156.39	178.73
23	MCS Mbuta	178.45	171.52	186.90	155.77	162.00
24	Ndiine	160.00	131.77	133.81	152.15	172.65
25	Ruriine	173.42	178.23	203.09	149.33	172.65
26	Mbirikene	172.65	180.13	155.22	148.09	202.75
27	Ciothirai	194.04	173.39	193.65	143.21	148.10

Source: Ministry of Education, Meru County Examination Office

The table above shows that performance in most of public day schools in the division is below average. The researcher feels that the key factors towards academic excellence are based on school environment and basically on availability of resources such as teaching and learning resources, physical resources and human resources.

2.5 Conceptual Frame Work

Figure 2:1 Conceptual Frame Work showing interrelationship between variables and academic performance.

Independent Variables

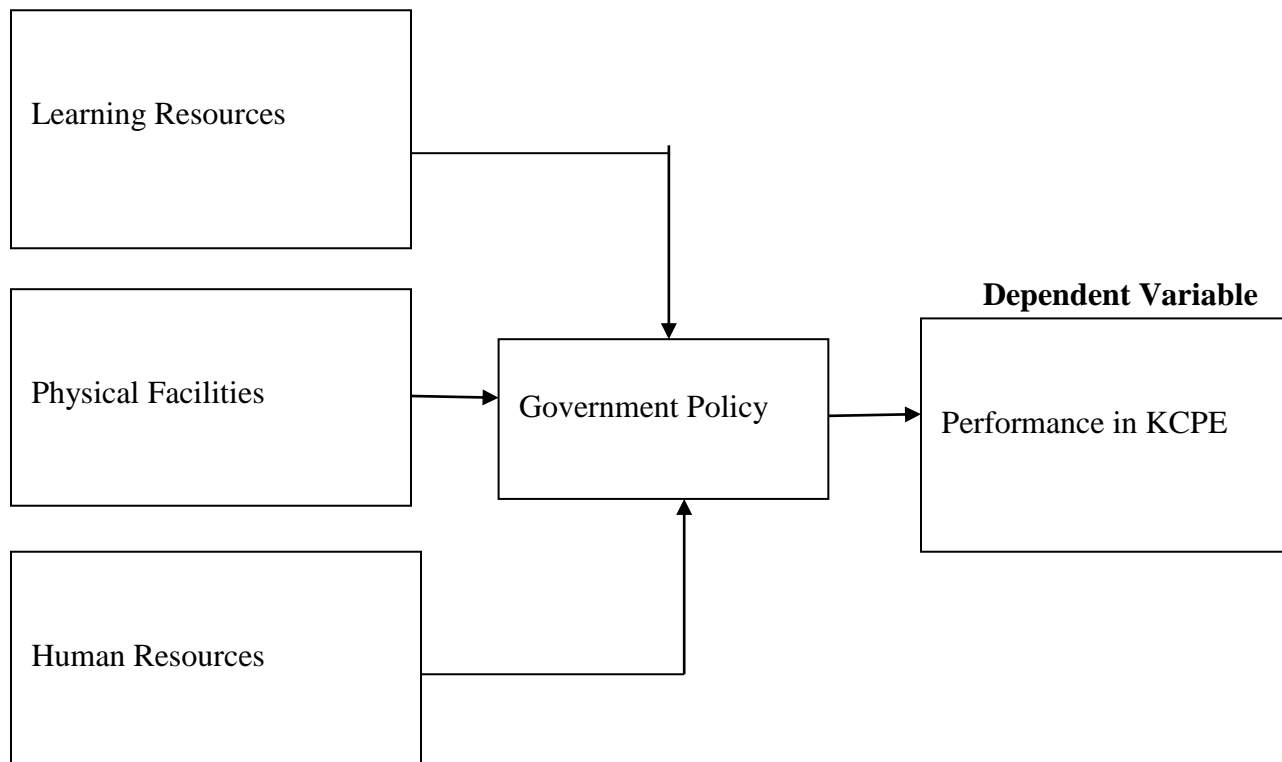


Figure 1 - Conceptual Framework

Orodha(2009), defines a conceptual frame work as a model which diagrammatically shows the relationship[between variables in the study. The conceptual frame work shows the variables that influence performance in public day primary schools in KCPE examination.

The study seeks to find out the influence of school based factors on KCPE performance. With adequate learning resources, physical resources and human resources, pupils would attain good grades in KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents methodology that was used in the study. The chapter describes research design, variables location of the study, the study population, the study sample and sampling technique, research instruments, reliability and validity of the research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

This study employed a descriptive survey design. According to Oso and Onen (2008), survey is a present oriental methodology that investigates populations by selecting samples to analyze and discover occurrence. Survey design describes issues without manipulating them; it is therefore an explanation of events as they are. According to Kothari (2004), descriptive research is concerned with specific predictions with narration of facts and characteristics concerning individual, group or situation. In this study, poor performance is the situation under investigation. This design was therefore the most appropriate for this study because the researcher sought information from respondents regarding their opinion of the performance and how it has been influenced by the school based elements. This enhanced the amount of quality information yielded.

3.3 Location of the Study

The study was carried out in Miriga Mieru East Division, Imenti North District of Meru County. This division is characterized with rich agricultural lands and most people are farmers who grow crops such as maize, beans, bananas and coffee as well livestock keeping especially cows for milk production. The pupils' performance in KCPE in the public day primary schools in the

division has been disturbing since many of them loose opportunities for joining good secondary schools. The research aimed at establishing the school based factors influencing the undesirable performance in KCPE in the schools in the division.

3.4 Target Population

Population is the entire number of elements with similar characteristics that a researcher wishes to study. This study targeted the public day primary schools in Miriga Mieru East Division, Imenti North District, Meru County. The list which contains all the names of the public day primary schools in Miriga Mieru Division was sourced from the office of District Education Officer, Meru. This formed the basis for the enquiry.

3.5 Sampling Technique and Sample Size

Sampling is a process of selecting a sub-set of cases in order to draw conclusions about the entire set. The study employed simple random sampling technique to sample 11 out of the 27 public day primary schools that have been presenting KCPE candidates up to the year 2013 in Miriga Mieru East Division. This study used purposeful sampling to sample the 11 head teachers, and simple random sampling technique to sample 4 pupils 2 from class 8 and 2 from class seven respectively. 3 teachers who teach class eight were also sampled randomly from each school. Below is a summary of the sample schedule:

Table 2 - Sample Schedule

Sample	Sample Size	Sampling Technique
Head teachers	11	Purposive
Class 7 pupils	22	Simple Random
Class 8 pupils	22	Simple Random
Class 8 teachers	33	Simple Random
TOTAL	88	

3.6 Data Collection Instruments, Reliability and Instrumentation

3.6.1 Data Collection Instruments

The questionnaires were the main instruments used in the study. Questionnaires are advantageous because they save time on the part of the researcher and heighten the independence and accuracy of responses from respondents (Iwan, 2010). Structured and open ended questionnaire was adopted for this study. This type of questionnaire allows for precise response and in-depth thoughts expression (Mugenda and Mugenda, 1999). Questionnaires were administered to all the sampled school's head teachers, sampled teachers and pupils of class seven and eight respectively.

3.6.2 Instrument Validity

Kumar R (2005) defines validity as the quality of data gathering instrument or procedures that enable the instrument to measure what it is supposed to measure. In this study, the validity was be taken to mean the extent to which the instruments cover the objectives. To ascertain the

content validity of the research instrument, the researcher consulted professionals, the supervisor and the experts in the field of education who verified the content validity. This enabled the researcher to develop instruments that yield content valid information.

3.6.3 Instruments Reliability

Reliability is the measure of the degree to which a research instrument yields consistent result or data after repeated trials. Kothari (2004) argued that reliability is the consistency of measurement and is frequently assessed using the test retest reliability method. A pilot study was conducted by administering the research instruments in two public day primary schools Miriga MieruWest Division to determine the instruments reliability. The split-half technique of measuring reliability was used. This involved splitting the questionnaire into two halves and then calculating the spearman rank correlation coefficient (r) for the two halves. A correlation of at least 0.7 and above for the two halves is considered sufficient (Orodho, 2009).

3.7 Data Collection

Administration of questionnaire was done by the researcher in person by visiting the sampled schools. The researcher used the introduction letter from KCA University to seek permission from the head teachers to be allowed to collect data. The respondents were requested to complete the questionnaires themselves. Confidentiality was exercised by assuring the respondents that the findings were limited to the study. For the respondents who not able to fill the questionnaire on the spot, the researcher allowed them to fill at their convenient time to be collected later at an agreed day.

3.8 Data Analysis

Data analysis entails separation of data into consistent parts or elements and examination of the data to distinguish its components parts on elements separately and in relation to the whole. Descriptive statistics will be used to answer research questions. According to Onen & Oso (2009), descriptive statistics refers to use of measures of central techniques such as mean, median and mode and measures of dispersion such as range, quartile deviation, standard deviation and variance to describe a group of subjects. The data collected from the field was cleaned, organized, coded and recorded. Data analysis was done using statistical package for social sciences (SPSS). Quantitative data was analyzed in form of frequency counts and percentages.

3.9 Logistical and Ethical Considerations

The researcher sought permission from KCA to be allowed to collect data. The researcher used the introduction letter from KCA University that allowed her to collect data to obtain permission from the head teachers.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The study sought to analyze school based factors influencing performance in Kenya Certificate of primary Education in public day primary schools in Miriga Mieru east Division, Imenti North District, Meru County. This study was conducted in 11 schools of the division. It included 11 head teachers, 33 teachers and 44 pupils. The study used questionnaires as the main research instrument. Data was analyzed statistically as according to the research objectives. Data was presented using tables and discussions were made by use of frequencies (f) and percentages (%).

4.2 Questionnaire Return Rate

The researcher received all questionnaires from the 11 Head teachers, the 33 teachers and the 44 class seven and class eight pupils. This gave a response rate of 100%. This was considered adequate since the recommended return rate for analysis and reporting is 50% and above (Mugenda & Mugenda, 2003). The questionnaire's return rate is shown on Table 4.1.

Table 4.1 Questionnaire Return Rate

		Response	Non Response
Head Teachers questionnaire	Frequency	11	0
	%	100	0
Teachers questionnaire	Frequency	33	0
	%	100	0
Students questionnaire	Frequency	22	0
	%	100	0

4.3 Respondent's demographic information

In this section the researcher sought to determine the respondent's demographic information concerning academic qualification and teaching experience of the head teachers and teachers. The study further sought to find out the number of teachers and pupils in the primary schools in the study location to establish whether they have any influence on the school performance. The findings are presented in the subsequent sections.

4.3.1 Academic Qualification of Head Teachers and Class Eight Teachers

The study sought to establish the academic qualification of the head teachers and the teachers involved in teaching the class seven and eight pupils and established the following. Results obtained indicated that 72.7%, of the head teachers in the primary schools in Miriga Mieru East division were diploma holders while 18.2%, had a degree in education. The study further revealed that 51.5%, of the teachers were p1 teachers while 33.3%, had a diploma in education. Table 4.2 shows the results obtained.

Table 4.2 Academic Qualification of Head Teachers and Class Eight Teachers

		P1	Diploma	Degree	Masters	Others
Head teachers	Frequency	1	8	2	0	0
	percentage	9.1	72.7	18.2	0	0
Teachers	Frequency	17	11	3	0	2
	Percentage	51.5	33.3	9.1	0	6.1

Source: Data, 2016.

Results on Table 4.2 indicate that all the head teachers had professional qualification and majority of the teachers were professionally qualified. However, only 18.2% of the head teachers and 9.1% of teachers were degree holders and none of them had a master qualification. This shows the need for the head teachers and teachers to enroll for further training.

4.3.2 Work Experience of the Teachers and the Head Teachers

The study further sought to establish the working experience of the teachers and the head teachers. To determine this, the researcher asked the respondents to state number of years the teachers had taught and the number of years the head teachers had been in headship position. The

responses indicated that majority, 72.7%, of the head teachers had served as head teachers for a period between 6-10 years while 18.2%, had served for a period between 1-5 years. Data further revealed that 48.5%, of the teacher respondents had a teaching experience of less than ten years while 51.5%, had a teaching experience of more than ten years. Table 4.6 shows the summary of the data obtained.

Table 4.3 Work Experience of the Teachers and the Head Teachers

		1–5 Years	6–10 Years	11-15Years	16-20 Years	Over 20 Years
Head teachers	Frequency	2	8	1	0	0
	Percentage	18.2	72.7	9.1	0	0
Teachers	Frequency	5	11	7	1	9
	Percentage	15.2	33.3	21.2	3.0	27.3

Source: Data, 2016

Table 4.6 indicate that majority of the head teachers had headship experience of between 6-10 years while others had been in headship position for a period of 1-5 years. Only one head teacher had an experience of over 10 years. It was further established that 33.3%, of teachers had a teaching experience of between 6-10 years while majority (51.5%) had taught for over ten years. Only 15.2%, of teachers had experience of 5 years and below. The head teachers and teachers of the schools under study seem to have worked for a couple of years yet the performance remained below average.

4.3.3 Number of Pupils in Class

The study sought to establish the number of pupils per class in the primary schools in Miriga Mieru East division. The pupil respondents were asked to indicate how many they are in class. Data indicated that majority, 81.82%, of the classes had more than 30 pupils while more, 18.18%, had less than 30 pupils per class. The results obtained are shown on Figure 4.1.

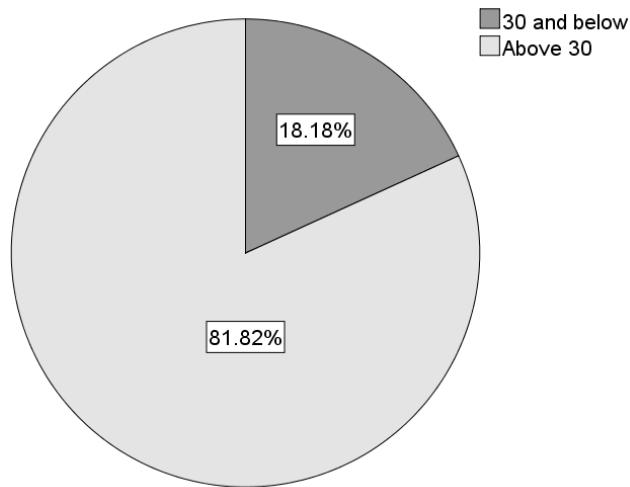


Figure 4.1 Numbers of Pupils per Class

From the data on Fig.4.1, majority of the classes had more than 30 pupils per class. Majority of the classes in the primary schools in Miriga Mieru East division had more than 30 pupils per class.

4.4 Influence of the School Teaching and Learning Resources on Performance in KCPE

Learning involves interaction of the learners with the environment. The study sought to determine the influence of the teaching/learning resources on the pupils' performance at KCPE in the primary schools in Miriga Mieru East division. The respondents were requested the rate

the teaching/learning resources in the school as adequate, inadequate, or not available. The results obtained reviewed that more, 54.5%, of the head teachers respondents indicated that the teaching learning resources were adequate while 45.5% indicated that the teaching/learning resources were inadequate. The study further revealed that 54.5%, of the teachers indicated that the teaching/learning resources were inadequate while 42.4%, stated that the teaching/learning resources were adequate. The study further found out that majority, 65.9%, of the pupil respondents indicated that the teaching/learning resources were adequate while 22.7%, indicated that the resources were inadequate. The results obtained are shown on Table 4.2.

Table 4.4 Availability of the Teaching/Learning Resources

		Adequate	Inadequate	Not available
Head teachers	Frequency	6	5	0
	Percentage	54.5	45.5	0
Teachers	Frequency	14	18	1
	Percentage	42.4	54.5	3
Pupils	Frequency	29	10	5
	Percentage	65.9	22.7	11.4

Data on Table 4.4 shows that more of the study respondents indicated the teaching/learning resources were adequate while more indicated that the teaching/learning resources were inadequate. The teaching/learning resources in the primary school in Miriga Mieru East division were adequate in some schools and inadequate in other schools. The results of the data indicated that 11.4% of the pupils stated that the teaching/learning resources were not available in the school.

The study sought to find out further whether there is any relationship between the availability of the TLR and the academic performance in the primary schools in the study locale. The research question was what is the influence of teaching and learning resources on pupils' performance in KCPE? The head teachers were asked to indicate the schools mean mark for the previous five years. The mean marks indicated were used to calculate the average mean mark for the school. The value obtained was cross tabulated with the head teachers' responses for the availability of the TLR in the school. Results obtained indicated that are presented in the chi square table below.

Table 4.5 Chi-Square Tests

	Value	Df	p-value
Pearson Chi-Square	0.782	2	0.676
Likelihood Ratio	0.790	2	0.674
Linear-by-Linear Association	0.004	1	0.950
N of Valid Cases	11		

The chi square value 0.782, $p= 0.676$ shows that there is no significant relationship between the TLR and the academic performance of the pupils in primary schools in Miriga Mieru East division. The study concluded that the primary schools in Miriga Mieru East division may have adequate TLR resources but still perform poorly at KCPE.

4.5 Adequacy of School Physical Facilities and Performance in KCPE

The study sought to establish whether the physical facilities in the primary schools in the study area adequate enough to facilitate effective teaching/learning process. The data obtained reviewed that 45.5%, of the head teachers indicated that the school had adequate physical materials while 36.4%, indicated the physical materials were not available. From the data results, a further 18.2% indicated that the physical materials available were not adequate. The data further reviewed that majority, 60.6%, of the teacher respondents were of the opinion the physical facilities in the school are adequate while 39.4%, indicated they are not adequate. The data obtained further revealed that majority, 72.7%, of the pupils indicated that the physical facilities were adequate in the school while 25.%, indicated the physical materials were not adequate. The summary of the data obtained is shown on Table 4.8.

Table 4.8 Adequacy of School Physical Facilities and Performance in KCPE

		Adequate	Inadequate	Not available
Head teachers	Frequency	5	2	4
	Percentage	45.5	18.2	36.4
Teachers	Frequency	20	13	0
	Percentage	60.6	39.4	0
Pupils	Frequency	32	11	1
	Percentage	72.7	25.0	2.3

Source, Data 2016

The results on Table 4.8 indicate the majority of the primary schools in Miriga Mieru East division had adequate physical teaching/learning resources while more had inadequate physical

teaching/learning materials. The teaching/learning physical resources in the public primary schools in Miriga Mieru East division were either adequate or inadequate. In some schools, the resources were not available.

The study further sought to establish whether the physical facilities were contributing to the poor performance in the primary schools in Miriga Mieru East division. The respondents were requested to give the opinion as to what should be done to improve the performance in the primary schools in Miriga Mieru East division. Their responses were categorized as either needs to improve teaching materials, improve physical resources, increase the number of teachers, or any other aspects that need to be improved. The results from the data analysis revealed that 6.1% of the teachers indicated the physical facilities were contributing to the poor academic performance while the head teachers and the pupils were of the opinion that it is other resources and not the physical facilities that were contributing to the poor performance. Table 4.9 shows the results obtained.

Table 4.9 Causes for Poor Performance

		Head teachers	Teachers	Pupils
Teaching materials	Frequency	4	6	20
	Percentage	36.4	18.2	45.5
Physical facilities	Frequency	0	2	0
	Percentage	0	6.1	0
Teachers	Frequency	5	10	5
	Percentage	45.5	30.3	11.4
Others	Frequency	2	15	19
	Percentage	18.2	45.5	43.2

Source: Data, 2016

The data on Table 4.9 indicates physical facilities were not highly influencing performance in the primary schools in the study locale for better performance. The primary schools in Miriga Mieru East division had sufficiently enough physical facilities. However, the study indicated that more, 45.5%, teachers and 43.2% of the pupils indicated the poor performance was caused by lack of other facilities such as conducive environment at home and lack of parental support. One of the teacher respondents stated that the parents need to be actively involved in the learning process of their children. The respondents indicated that the parents should provide adequate facilities such as appropriate means of lighting, and humble time for the pupils to complete homework and do extra revision at home. The pupils need an environment where they can do their home work with maximum support and minimal disturbance.

The study sought to establish the frequency at which the pupils in the primary schools in the study location were given home work. The teacher and pupil respondents were asked to indicate the time interval at which home work was given to the pupils. The results reviewed that majority, 84.8%, of the teachers gave pupils home work after every lesson while 15.2%, of the teacher respondents gave home work weekly. The study further reviewed that 6.8%, of the pupil respondents indicated that they are given home work monthly. The results are shown on table 4.10.

Table 4.10 Intervals at which Home Work is Given

		Teachers	Pupils
After every lesson	Frequency	28	18
	Percentage	84.8	40.9
Weekly	Frequency	5	23
	Percentage	15.2	52.3
Monthly	Frequency	0	3
	Percentage	0	6.8

Source: Data, 2016.

Results on Table 4.10 revealed that majority of the pupils in the primary schools in the study locale were being given homework either after every lesson or once a week. The pupils in the primary schools in Miriga Mieru East division were being given home work at different frequencies. The study sought to find out whether the assignments pupils are given were marked. The data obtained indicated that all the assignments were marked. The teacher respondents were asked to indicate whether there are times when pupils fail to do the assignments. The data revealed that majority, 90.91%, of the teacher respondents indicated that there are times when pupils fail to do assignments while 9.01%, indicated there are no times when pupils fail to do assignments.

The figure 4.2 shows the results.

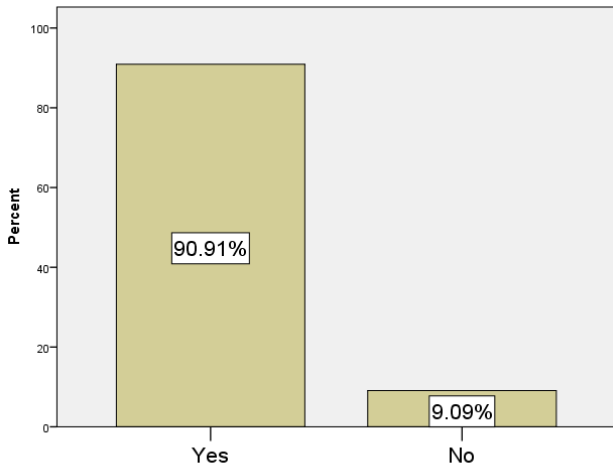


Figure 4.2 Pupils Fail to do Assignments

Source: Data, 2016.

From Fig. 4.2, majority of the pupils fail to do assignments. Majority of the pupils in the primary schools in Miriga Mieru East division were not doing assignments the teachers were giving them.

The study further sought to establish the reasons pupils fail to do assignments given by their teachers. The teacher respondents responded to an item that sought to establish the reasons pupils gave for not doing assignments. The responses were categorized as either due to lack of teaching/learning materials, lack of physical materials, lack of teachers, or other reasons. The data revealed that majority, 60.6%, of the teacher respondents indicated others as the reasons pupils do not do assignments while 39.4%, indicated lack of teaching/learning resources as the

reasons for not doing the assignments given. Table 4.11 shows the frequency of the reasons pupils gave teachers for not doing assignments.

Table 4.11 Reasons for not Doing Assignments

	Frequency	Percent
Valid Lack of teaching/learning materials	13	39.4
Others	20	60.6
Total	33	100.0

Table 4.11 reveals that there are other reasons pupils fail to do assignments. One of the teacher respondent indicated the pupils do not do assignments due to lack of parental guidance and assistance. Pupils in Miriga Mieru East division were not doing assignments due to other reasons such as due to excessive domestic chores at home and lack of reading culture in the home environment.

4.6 Human Resource and Pupils' Performance in KCPE

The study sought to find out the number of teachers in the primary schools in Miriga Mieru East division. The head teachers indicated the number of TSC teachers they have in the school. The results were categorized as 1-10 teachers for under staffed, 11-15 teachers as adequate, and over 16 teachers as over staffed. The data revealed that majority, 81.8%, of the schools were under staffed. The results are shown on table 4.12.

Table 4.12 TSC Teachers in the School

		Frequency	Percent
Valid	Under staffed	9	81.8
	Adequate staff	1	9.1
	Over staffed	1	9.1
	Total	11	100.0

Table 4.12 shows that majority of the schools were inadequately staffed. Majority of the primary schools in Miriga Mieru East division were under staffed with TSC teachers. The study sought to establish the number of BOG teachers employed in the primary schools in Miriga Mieru East division. The head teachers indicated the number of the BOG teachers engaged in the school. The results were categorized as either low for 1-2 BOG teachers or high for above three teachers. The results revealed that more, 54.5%, of the schools had a high engagement of BOG teachers while more, 45.5%, had a low engagement of BOG teachers. Results are shown on Table 4.13

Table 4.13 BOG Teachers in the School

		Frequency	Percent
Valid	Low	5	45.5
	High	6	54.5
	Total	11	100.0

Source: Data, 2016

Table 4.13 indicates that more primary schools in Miriga Mieru East division and engaging BOG teachers at a high rate while more were engaging the BOG teachers at a low rate.

The teachers were asked to indicate the average number of lessons a teacher has per week. The data revealed that majority, 75.76%, had manageable number of lessons while 24.24%, had high number of lessons. The data is represented on Figure 4.3

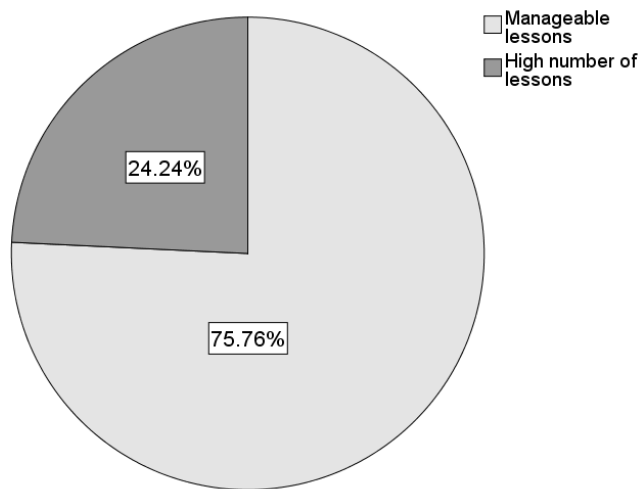


Figure 4.3 Teachers' Average Number of Lessons per week

Source: Data, 2016.

Figure 4.3 shows that majority of the teachers in the primary schools in Miriga Mieru division had manageable number of lessons. The study further sought to establish the average number of pupils per class. The teachers had manageable number of lessons in the primary schools in Miriga Mieru division.

The study sought to establish whether the pupils had teachers for all the subjects, whether there are times they do not have a teacher in class, and whether teachers cover the lessons they miss

during free time. The results were presented in a likert table. The study established that all the pupil respondents had teachers for all subjects. The study further established that majority, 63.6%, of the pupil respondents indicated that there are times when there is no teacher in class. The study further established that majority, 95.5%, of the teachers cover the missed lessons during free time. The results obtained are shown in Table 4.14.

Table 4.14 Likert Table

		Yes	No
Do you have teachers for all subjects?	Frequency	44	0
	Percentage	100	0
Are there times when there is no teacher in class?	Frequency	28	16
	Percentage	63.6	36.4
Do teachers cover missed lessons during free time?	Frequency	42	2
	Percentage	95.5	4.5

Source: Data, 2016

Table 4.14 shows that all the subjects in the primary schools in Miriga Mieru East division had teachers. The teachers miss lessons but they cover the missed lessons during free time.

The study further sought to establish whether the head teachers are aware when teachers miss lessons and when the lessons are covered. The head teachers responded to two questionnaire items and the results obtained were categorized as either teachers miss lessons and cover during their free time or they miss lessons and do not cover. The study established that majority, 63.6%,

miss lessons and cover during free time while 36.4%, of the teachers miss lessons and they do not cover.

Table 4.15 shows the results obtained.

Table 4.15 Teachers miss Lessons and Cover

		Frequency	Percent
Valid	Miss and cover	7	63.6
	Miss but do not cover	4	36.4
	Total	11	100.0

Source: Data, 2016

Table 4.15 shows that the head teachers were aware when teachers miss lessons and when the missed lessons are covered or not. The head teachers in the primary schools in Miriga Mieru East division know there are times when the teachers miss lessons and when the teachers organize to cover the missed lessons. The head teachers were asked to indicate whether the teachers prepare curriculum documents, there is a deadline for covering the syllabus and the time the syllabus must be covered. The responses indicated that all, 100%, of the teachers in the primary schools in Miriga Mieru East division prepare curriculum documents, that all, 100%, of the primary schools in Miriga Mieru East division had deadlines for completing the syllabus and that majority, 90.9%, of the primary schools in Miriga Mieru East division had the deadline for completing the syllabus as the end of July. Table 4.16 shows the results.

Table 4.16 Curriculum implementation strategies

	No. of head teachers	Percentage
The teachers prepare curriculum documents	11	100
There is a deadline for covering the syllabus	11	100
The syllabus must be covered by end of July	10	90.9
The syllabus must be covered by end of September	0	0
The syllabus is covered after September	1	9.1

Source: Data, 2016.

The Table 4.16 shows that the primary schools in Miriga Mieru East division had laid down strategies for ensuring the curriculum is effectively implemented. The study sought to find out the average mean score for the schools in the study locale for the last five consecutive years. The head teachers were asked to indicate the mean score. The values indicated were added together to determine the average mean score for the previous five years. The results indicated that more, 45.5%, of the head teachers indicated that the school means score was between 201 - 250 marks. The study further revealed that more, 27.3%, of the schools had a mean school between 151-200 while more, 27.3%, had a mean grade of 100-150. The responses are ob Table 4.17.

Table 4.17 School Mean Score at KCPE

		Frequency	Percent
Valid	100- 150	3	27.3
	151- 200	3	27.3
	201- 250	5	45.5
	Total	11	100.0

Source: Data, 2016

Table 4.17 shows that the primary schools in Miriga Mieru East division were all performing at below average mark. The study sought to determine the pupils rating of their schools in terms of performance. The pupil respondents were asked to rate their school performance as either excellent, good, average or poor. Results obtained indicated that majority, 86.36%, of the pupils rated their school as average in terms of performance while 13.64%, and rated the school as good. There were no respondents that rated the school as either excellent or poor in terms of performance. The Figure 4.3 shows the data obtained.

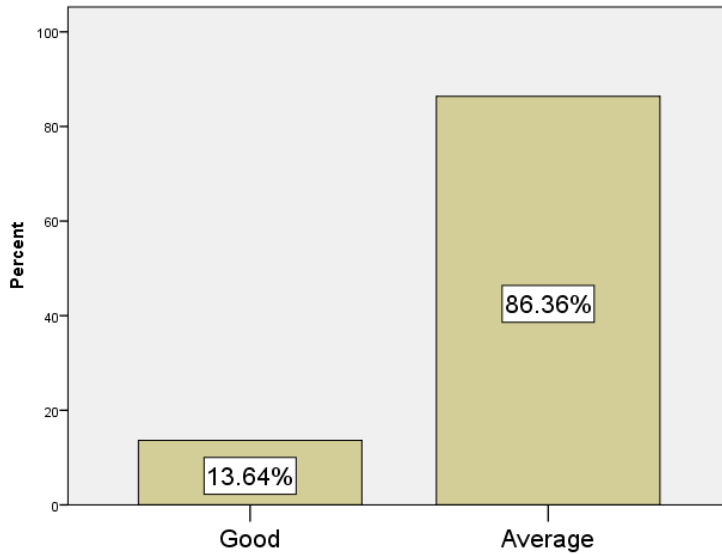


Figure 4.4 Students' Rating of the School in terms of Performance

Source: Data, 2016

4.5 Summary of the Data Analysis

The data from the field was analyzed and the findings presented with the view of answering the research questions. The findings were interpreted and discussed with the empirical literature. The demographic information of the respondents was presented to give a mental picture of the characteristics of the respondents. These include gender, age, and academic qualification, work experience, and the number of pupils per class. The chapter further presents the findings of the first objective which sought to determine the influence of teaching and learning resources on pupils' performance in KCPE in public day primary schools. The study established that the primary schools in Miriga Mieru division had adequate teaching/learning resources but the performance was poor. The second objective sought to assess the adequacy of school physical facilities and their influence on pupils' performance in KCPE in public day primary schools. The

study established that physical facilities were not influencing performance in the primary schools in the study locale. The primary schools in Miriga Mieru East division had sufficiently enough physical facilities but the performance was below average. However, the study indicated that poor performance was caused by lack of other facilities such as conducive environment at home and lack of parental support. The third objective sought to examine the effect of human resource on pupils' performance in KCPE in public day primary schools. The study established that majority of the schools were inadequately staffed with TSC teachers and that the primary schools in Miriga Mieru East division were all performing at below average mark despite the effort made by the teachers to prepare curriculum implementation documents, recover missed lessons and complete the syllabus by the end of July of each year. These findings have been presented using frequency distribution tables, likert scale tables, chi squares, pie charts and bar graphs.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion, conclusions, recommendations, and suggestions for further research. This is done in a way that addresses the three research questions. The section starts by stating the purpose of the study that is followed by the research methodology that was used. The major findings of the study are then summarized. The conclusions made are presented and the possible recommendations stated.

5.2 Discussion

The purpose of the study was to establish the school based factors influencing performance in public day primary schools in Miriga Mieru East Division, Imenti- North District, Meru County, Kenya. In this study descriptive survey design was used where 11 head teachers, 33 teachers and 44 pupils were targeted from the public day primary schools in Miriga Mieru East Division. Three questionnaires were used as research instruments. The data obtained was analyzed using descriptive statistics frequencies, themes and narratives.

Question one of the study sought to determine the influence of teaching and learning resources on pupils' performance in KCPE. Lumuli, (2009) asserts that learning resources at all levels of education enhances the quality and relevance of the skills imparted on learners. A school that has adequate instructional materials is likely to post better grades than a school which lacks enough

of such materials. Further, Mwiria (1985) noted that institutions with adequate facilities such as text books stand a better chance of performing well in examination than poorly equipped ones.

The findings of the study revealed that majority the primary schools in Miriga Mieru division had adequate teaching/learning resources. The study revealed that the primary schools in Miriga Mieru division had adequate teaching/learning resources but the performance was poor.

Question two aimed at establishing the extent adequacy of school physical facilities influence pupils' performance in KCPE. Adequate physical facilities such as classrooms, laboratories, play grounds, and toilets maximize learning so that all learners achieve their full learning potential (UNESCO, 2007). Mbatia (2004) asserts that excellence academic achievement requires

conducive teaching-learning environment that is endowed with adequate physical resources. This was in agreement with Nishuis (2005) who found out that a pupil who is not in a comfortable environment may be disturbed in mind thus may not concentrate in class for academic performance. The results from the study established that primary schools in Miriga Mieru division had adequate physical facilities. The study further revealed that physical facilities were not contributing to the poor performance in the primary schools in the study locale. From the study majority of the teachers indicated that the poor performance was caused by lack of basic facilities and time for studies at home. The learners were being given home work but they were not doing it at home.

In research question three the study sought to determine the extent to which human resource influence pupils' performance in KCPE. Metler et al (2010) observed that more qualified and experienced teachers are more sensitive to public examinations and thus were more likely to look into their main strategy of guidance and use test oriented materials in presenting candidates for

KCSE and the strategy he/she has advocated to withstand the wash back effects of examination results feed back. Research findings established that majority of the primary schools in Miriga Mieru East division were under staffed with TSC teachers. Most of the head teachers stated that they were engaging BOG teachers at a high rate. Despite the effort made by the teachers to prepare curriculum implementation documents, to recover the missed lessons and to complete the syllabus by the end of July of each year pupils performance at KCPE was still below average.

5.3 Conclusion

From the findings of the study, the researcher concludes that;

1. Teaching and learning resources does not affect pupils' performance in KCPE. Majority of the public primary schools in Miriga Mieru division had adequate teaching and learning resources but the performance was still below average.
2. The physical facilities do not influence pupils' performance in KCPE. The primary schools in the study locale had sufficiently enough physical facilities but the performance was below average. Lack of necessary facilities at home and good coordination between the teachers, pupils and the parents can lead to poor performance even when schools are endowed with sufficient physical facilities.
3. The human resource has effects on pupils' performance in KCPE in public day primary schools. The teachers may have manageable number of lessons but the number of pupils may be too high for effective supervision. The teachers when overwhelmed with work may not be productive with the pupils work.

5.4 Recommendations

In the light of the findings and conclusions of the study, the researcher recommends that:

1. The government should employ more teachers to reduce shortage in public day primary schools.
2. In-service programmes for both the head teachers and teachers through the Ministry of Education should be availed.
3. The school management should ensure that Parents are fully involved in school programs.

5.5 Contribution to Knowledge

Most studies previously conducted on internal factors influencing performance in Public Primary Schools revealed that the schools had shortage of teaching/learning resources and physical resources which were attributed to poor performance in KCPE. This study reveals that the government has ensured that most schools have adequate learning resources and physical resources yet the performance has remained poor. This reflects that there are other factors influencing performance in KCPE in public day primary schools.

5.6 Limitations of the Study

The findings of this study did not bring out all the school based factors that influence pupils' academic performance apart from the ones studied by the researcher. At the same time, the findings are only appropriate in regions which share very close characteristics as those of Miriga Mieru Division in Meru County as school factors vary from one region to another.

5.7 Suggestions for Further Research.

1. A study should be carried out to establish the external factors influencing performance in the same division.
2. Another study should be carried out in other divisions in the country for comparison purposes.

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APPENDIX I : LETTER OF INTRODUCTION



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KCAU/SGS/MS/Sept.16/44

September 14, 2016

To whom it may concern,

Dear Sir/Madam,

RE: NJERU HELLEN MUTITU REG NO. 14/03649

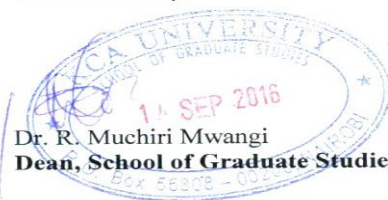
It is my distinct pleasure to introduce to you Ms. Hellen Njeru who is a student in our institution pursuing a Master of Education in Curriculum Development at the Faculty of Education and Arts.

Hellen is conducting research on a topic titled: “*School Based Factors Influencing Performance In Public Day Primary Schools In Miriga Mieru East Division, Imenti- North District, Meru County, Kenya*” which is part of the requirements of the program she is pursuing. The research as well as the data procured thereof shall be used for academic purposes only.

Any assistance accorded to her is highly appreciated.

In case of further inquiry, do not hesitate to contact the undersigned.

Yours faithfully,



Dr. R. Muchiri Mwangi
Dean, School of Graduate Studies & Research

APPEBDIX II: QUESTIONNAIRE

QUESTIONNAIRE FOR THE HEAD TEACHER

Instruction: Kindly Tick or Answer Appropriately

SECTION A: BACKGROUND INFORMATION

1. What is your academic qualification?

P1 Diploma Degree Master

Any other, specify _____

2. How many years have you served as a head teacher?

Less than 1 year 1 – 5 years
5 – 10 years 10 – 15 years
15 and above years

3. What has been the mean grade in KCPE in this school for five consecutive years listed below?

2009_____ 2010_____ 2011_____ 2012_____ 2013_____

SECTION B

4. Kindly indicate your current pupils' enrollment in your school.

Boys_____ Girls _____

5. How many teachers do you have in your school?

TSC teachers_____ BOG teachers_____

6. Do your teachers prepare curriculum documents?

Yes No

7. Kindly rate the availability of the following resources in your school.

Learning resources and physical facilities	Not Available	Inadequate	Adequate
Text books			
Teaching aids (charts, maps)			
Writing materials(pens, chalks, exercise books)			
Teachers reference books			
Class rooms			
Administration block			
Library			
Play grounds			
Assembly ground			
Toilets			
Chalk boards			
Pupils desks			
Teachers chairs and desks in each class room			
Support staff			
Teaching staff			

8. a) Are there times when teachers miss lessons ?

Yes

No

b) If yes, do teachers organize with pupils to cover the missed lessons?

Yes

No

9. a) Do you have deadlines for completing the syllabus before presenting candidates for KCPE?

Yes

No

b) If yes, by when _____

10. In your opinion, what should be done to improve performance in KCPE in public day primary schools?

QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION

1. Kindly indicate your teaching experience.

0 – 5 years 6 – 10 years 11 – 15 years 16 - 20 years
21 and above years

2. What is your highest level of education?

P1 teacher Diploma Degree Masters

Any other, specify _____

SECTION B

3. a) Do you prepare curriculum documents?

Yes

No

b) If yes, are the documents checked by the head teacher?

Yes

No

4. What is the average number of pupils in the classes you teach?

5 – 20 21 – 30

31 – 40 40 and above

5. a) In your opinion, is the number mentioned above adequate in terms of class management?

Very adequate

Adequate

Inadequate

b) If inadequate, give reason

6. What is the average number of lessons does a teacher have per week?

20 – 30 lessons

31 – 35 lessons

36 – 40 lessons

Over 40 lessons

7. How often do you give assignments/ homework to your pupils per subject?

After every lesson

Weekly

Monthly

Not at all

8. Are there times when pupils fail to do assignments?

Yes

No

If yes, what are some of the reasons that they give for not doing assignments?

9. In your opinion, to what extent do the following factors influence academic performance?

Factor	Very High Influence	High Influence	Fairly High Influence	Low Influence	No Influence
Adequate text books					
Adequate writing materials(pens, chalks, note books)					
Adequate physical facilities(class rooms, chairs, desks, toilets)					
Adequate number of staff (teachers, support staff)					

10. Kindly rate the availability of the following resources in your school.

Resource	Not available	Inadequate	Adequate
Text books			
Teachers reference books			
Revision materials			
Teaching aids(charts & maps)			
Writing materials			
Class rooms			
Administration block			
Play grounds			
Assembly ground			
Toilets			
Teaching staff			
Support staff			

QUESTIONNAIRE FOR PUPILS

1. How many are you in your class?

5 – 20 21 – 30
 31 – 40 40 and above

2. Do you have teachers for all the subjects?

Yes

No

3. How often do teachers give you homework in every subject?

Subject	After every lesson	Weekly	Monthly	No homework
English				
Kiswahili				
Composition				
Insha				
Mathematics				
Science				
Social studies				
CRE/IRE				

4. Are your assignments marked?

Yes

No

6. a) Are there times when you do not have a teacher in class during lessons?

Yes

No

5) If yes, do teachers cover the missed lessons during your free time?

Yes

No

6. Are the following resources adequate/enough in your school?

Resource	Very adequate	Adequate	Not Adequate	Not Available
Text books				
Revision materials				
Teaching aids(charts & maps)				
Writing materials(Exercise books, pens, rulers, etc)				
Class rooms				
Play grounds				
Assembly ground				
Toilets				
Teachers				

7. Do you sit for the following exams every term?

Exam	Yes	No
Opener exam		
CATs		
Mid- term exam		
End- term exam		

8. How do you rate your school in terms of performance?

Excellent

Good

Average

Poor

9. What should be done to improve performance in KCPE in your school?

**APPENDIX III : MIRIGA MIERU EAST DIVISION KCPE RESULTS FOR THE
YEARS 2011 - 2013**

Serial No.	Name of School	Mean Score				
		2013	2012	2011	2010	2009
1	Kathithi	299.36	286.54	280.66	296.99	288.96
2	Muthlankari	327.04	292.79	283.33	280.69	272.62
3	Kirimaitune	207.33	209.70	198.38	245.78	228.64
4	Kirima katwiko	218.10	225.25	222.95	223.76	204.65
5	Ngiine	218.10	219.42	218.59	222.34	203.89
6	Chugu	206.96	228.33	229.97	220.15	191.71
7	Nthamiri	197.19	221.91	230.34	218.50	167.62
8	Mbeli	256.59	239.84	155.17	209.77	182.63
9	CCM Giaki	202.70	192.14	218.55	208.48	224.06
10	Rwanyange	257.16	226.10	182.93	209.28	191.41
11	Kithoka	202.10	192.14	214.21	207.00	180.50
12	Runogone	241.75	221.17	216.34	205.03	235.04
13	Kithirune	258.88	245.42	231.50	204.06	227.01
14	Mukongorone	198.69	210.29	205.63	203.10	175.26
15	Munithu	195.81	257.97	211.87	190.64	201.01
16	Nkabune	175.85	189.25	194.69	185.43	181.90
17	Karirwara	200.33	187.16	198.07	179.26	157.30
18	Kambiti	172.30	195.32	180.13	175.18	180.04

19	Thuura	198.26	252.29	205.39	165.56	187.89
20	Gachua	201.85	203.24	174.89	164.24	187.38
21	Ntani	187.78	198.13	171.29	160.89	188.25
22	Gichunge	199.81	209.42	227.81	156.39	178.73
23	MCS Mbuta	178.45	171.52	186.90	155.77	162.00
24	Ndiine	160.00	131.77	133.81	152.15	172.65
25	Ruriine	173.42	178.23	203.09	149.33	172.65
26	Mbirikene	172.65	180.13	155.22	148.09	202.75
27	Ciothirai	194.04	173.39	193.65	143.21	148.10