

**AN INVESTIGATION INTO DISMAL PERFORMANCE IN KENYA
CERTIFICATE OF PRIMARY EDUCATION (K.C.P.E) IN PUBLIC SCHOOLS:
A CASE OF SOUTH IMENTI DISTRICT, MERU COUNTY.**



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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR
THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN LEADERSHIP MANAGEMENT AND ADMINISTRATION**

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ABSTRACT

Education is the best legacy a nation can give her citizens especially the children and youth. This is because the development of any nation or community depends on the quality of education. It is generally believed that the basis of any true development must commence with the development of the human resource. The formal education remains the vehicle for social economic development and social mobilization of any society. The purpose of the study was to find out the challenges contributing to pupils' dismal performance in K.C.P.E in public primary schools in South Imenti district with a view to suggesting ways for better performance. The objectives of the study were to establish whether the availability of learning facilities/resources in schools is related to student's performance in K.C.P.E examinations; to establish how school community relation and support affects students performance in K.C.P.E examination in South Imenti District; to investigate the extent of supervision and inspection in public school in South Imenti District by Quality assurance and standards officers and to investigate the influence of poverty to the academic performance in K.C.P.E level in South Imenti District. The study utilized the Qualitative and Quantitative designs. The Qualitative used interviews on small samples while the Quantitative method utilized the quantifiable data. The target was six primary schools of South Imenti district, which included the head teachers, teachers and students. The study used descriptive method. The study utilized the probability sampling technique which was limited to stratified sampling procedure. The main procedures used to collect data were; use of questionnaires, interviews and observation. The questionnaires were self-completed. The interviews were used to clarify the information. It is a convenient scapegoat to pass the blame and responsibility for the low academic performance to factors such as socio-economic status, family, culture and the learner being less intelligent than the others. The data was organized in frequency tables and inferential statistics applied to analyze the data in terms of percentages and the conclusions was drawn which was used by other researchers, teachers and students in improving general performance of K.C.P.E Examination. The study found that teaching aids/resources in the school were inadequate. Head teachers involved teachers in decision making about student discipline to a great extent. Teachers had attended in service training courses in the past two years once. Majority of the students were financially poor. Majority of students' guardian's level of education was form four. The study concluded that teachers need support; school leadership is a crucial factor in the success of a school, high percentage of head teachers rarely checked teachers' schemes of work, lesson plans and records of work and most of the parents were not well educated. Guardian's level of education affected the academic performance. The study recommends head teachers to adopt a democratic style of leadership. Head teachers should be knowledgeable in managerial skills. The schools need to embrace use of national languages (English and Swahili) as the medium of communication. Public primary schools need to have an equipped library, stationery, electronic equipment, furniture, fittings and duplicating machines. Teachers and students should ensure they don't waste time when they are supposed to be learning. Regular staff meetings with various members of staff at different levels must be held for academic and administrative reasons.