

**INVESTIGATION OF FACTORS THAT LEAD TO LOW  
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY  
SCHOOLS IN KIIRUA ZONE,  
BUURI DISTRICT IN KENYA.**

**BY**

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## ABSTRACT

There have been persistence mass failures in National Examinations in public primary schools in Kenya over the years. This is worrying to all stakeholders in the education sectors. This study empirically examined the causes of low academic performance of the public primary schools in Kiirua Zone in Buuri district.

The research objectives sought to establish how teachers, students, parents and the school environment are responsible for the low academic performance. Purposive sampling applied to select the objects for the study.

The study was conducted through descriptive survey design whereby data was collected by interviewing, administering questionnaires as well as making observations. The collected data was analyzed and presented using tables, pie-charts and graphs.

Various findings from the research were discussed and interpreted for easier understanding. It was established that teachers in Kiirua zone lack refresher courses, often use the local language among themselves and never cover syllabus in time. Pupils were found to be lazy, mostly absent and ignorance. Parents were found failing in providing basic needs, monitoring pupils progress and overworking pupils at home instead of allowing them to do assignments. Classes walls were found unwelcoming and no charts for students. Finally the Zone is semi-arid with very high temperatures during the day and very low temperatures during the night. These factors were found to be among the factors leading to poor academic performance.

Through the recommendations the researcher made suggestions on various ways in which schools and non-school factors can be improved for better academic performance and achievement. The researcher suggested that pupils need mentors, encourage teachers to attend in-service training, ministry to check on syllabus coverage, appropriate language use at school, improvement on parental practices and provision of high quality education after-school and summer programs. During the study the researcher identified other gaps which need to be studied and highlighted them for further studies.