

**INVESTIGATING FACTORS INFLUENCING POOR
PERFORMANCE OF MATHEMATICS IN PRIMARY
SCHOOL, MAKUYU ZONE, MURANG'A SOUTH
DISTRICT.**

BY

VERONICAH NJERI KAMAU

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL
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CHAPTER ONE

1.1 Background information

Kenyan government has been spending nearly 30% of its national budget on education since independence. This finance have been used for expansion, provision of education opportunities and facilities in order efficient and enough manpower.

For adjustments to the country's requirements various educational commissions have been set up to look into and recommend the type of education the country requires. Some of these commissions include the Ominde report (1964), Gichathi report (1976), Mackey report (1981) and Koech report (1998). They have all emphasized on various educational needs and problem. The need to relate mathematics to national goals for economic development seems to have become central to educational development.

The current education system stresses the importance of mathematics in all areas of life. The government also does a lot in uplifting mathematics standards in primary schools. This is through arranging mathematics programme in the television and training manpower for mathematics among other. It has also given mathematics as a subject central priority nationwide.

This the government has done because the importance of mathematics cannot be overlooked for instance, every company, private and public companies and the government itself needs people with mathematics skills to run their accounts offices. And therefore mathematics is needed in every aspect of the economy.

In spite of the importance accorded to mathematics and its impact on other related subject, the performance of mathematics continues to decline. This is more so in Murang'a South District where the mathematics standards have plummeted downwards.