

**ASSESSMENT OF THE EXTENT TO WHICH KENYA CERTIFICATE OF PRIMARY
EDUCATION PERFORMANCE PREDICTS PERFORMANCE AT KENYA CERTIFICATE
OF SECONDARY EDUCATION; A CASE OF KAJIADO CENTRAL CONSTITUENCY,
KENYA.**

**MAITHA LAZARUS MATOLO
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ABSTRACT

Public examinations, KCPE and KCSE, have been used in Kenya for decades as selection instruments for further education and training. A great concern is on the correlation between achievements in primary school external examination KCPE and secondary school external examination KCSE performance; which has received criticism. The purpose of this study was to assess the extent to which KCPE performance predicts performance at KCSE in Kajiado Central Constituency, Kajiado County. Specifically the study sought to: find out the skills and abilities tested in KCPE and KCSE examinations, identify the teaching methodologies in preparing students for KCPE and KCSE examinations in the constituency and investigate the school-based factors liable for performance differences at both KCPE and KCSE levels in the constituency. The study was guided by the theory of intellectual abilities where the analytical, creative and practical abilities are embodied. The study utilized correlation, ex-post facto, and descriptive survey designs. Correlation design was used to investigate associations in performance at KCPE and KCSE examinations; ex-post facto design was used to examine the possible influence of KCPE on KCSE, while descriptive survey was used to describe the nature of existing situation as data collected by the researcher was not manipulated in any way. The study population comprised of 2,080 students, 220 teachers and 22 school administrators from public secondary schools in Kajiado Central Constituency. 4 educational officials in Kajiado Central District were part of the population too. The study used probability and non-probability sampling procedure to get the sample size. Students were sampled using stratified and random sampling methods. Non-probability used purposive sampling technique. The sample size comprised; 11 Principals, 22 teachers, 1 DEO and 1 DQASO and 88 students. Questionnaires, interview guides, and document analysis guide were employed as the data collection instruments in the study. Validity of the instruments was determined through a pilot study while reliability was tested by computing a reliability coefficient. Collected data was analyzed using Statistical Package for Social Scientists (SPSS) version 17 to derive descriptive statistical techniques like frequencies, percentages and means. From the findings it was concluded that KCPE performance alone could not predict KCSE performance in secondary schools in Kajiado Central Constituency. There was a fairly weak correlation between KCPE and KCSE performance .KCPE overall performance as an independent variable accounted for 21.1% of the KCSE performance as outcome of depended variable. School based factors, teaching methodologies and, skills & abilities tested accounted for 79.9% of the relationship. The researcher recommends expansion of methods of assessment to take care of diverse learners, and promotion of leaner centered teaching methods rather than the current teacher centered methods. There is a need to address and mitigate school based factors which have been found to have adverse effects on performance of students at KCPE and KCSE in Kajiado Central Constituency.