

**SCHOOL BASED FACTORS INFLUENCING PERFORMANCE IN  
KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC  
PRIMARY SCHOOLS, IN TARBAJ DIVISION, WAJIR EAST, NORTH  
EASTERN PROVINCE, KENYA**

**By**

**TERO, FELIX LIHANDA**

**E37S/09/06057**

**A Research Project Submitted in Partial Fulfillment for the requirement for the  
award of Bachelors degree of Education (Science)**

**Mt. Kenya University.**

**August 2012**

## ABSTRACT

Education is the key to unlocking human potential. The acquisition of skills and knowledge enables people to overcome poverty and disease. Education enables people to come out of oppression and alienation and to take control of their lives. The purpose of this study was to investigate factors that influence performance in Kenya Certificate of Primary Education in Public primary Schools in Tarbaj Division Wajir East District in North Eastern Province, Kenya. Six research objectives were formulated to guide the study. The research objectives were to establish if schools' headteachers administration and experience has influence on the student's performance in KCPE examination; to assess the extent to which teachers' level of training and experience affects students' performance in KCPE examination; to identify school based factors that influence KCPE performance and to assess the influence of physical facilities on students' performance in KCPE examination. The study was carried out in five public primary schools in Tarbaj Division, Wajir East District. The study employed descriptive research design. It used purposive random sampling to select all the five headteachers, and 25 teachers. The total respondents were 30.

Data was gathered by use of questionnaires. Data collected was analyzed using frequencies, percentages and averages. The Statistical, Package for Social Sciences (SPSS) was used for generating tables, figures and diagrams. The findings revealed that the factors which influenced performance in KCPE in public primary schools in the division included inadequate teachers and poor physical facilities in schools. The research indicated that headteachers experience influenced students' performance.

The findings also revealed that students absenteeism, indiscipline and lack of interest in education contributed to poor performance. The study has made recommendations to alleviate the problems.

These recommendations include: educational authorities and planners should develop appropriate teacher's subject ratio and carry out posting of teachers in accordance to subject demand. Parent should be encouraged to educate their children and schools should endure to avail adequate learning facilities, improvisation should be encouraged where possible. For this to succeed, they should liaise with the parents, teachers, Schools Management Committee (SMC) and other stakeholders. This should be immediate intervention to improve on performance. Pupils should be encouraged to work harder and more girls should be motivated to attend schools. Since teachers professional qualification was significant in performance, more teachers should be posted to the district and provide them with opportunity for more exposure through in-service program. This could be organized at school, district, and provincial or national level.