

**FACTORS INFLUENCING PERFORMANCE IN KENYA  
CERTIFICATE OF PRIMARY EDUCATION (K.C.P.E) IN PUBLIC  
PRIMARY SCHOOLS, A CASE STUDY OF CENTRAL DIVISION,  
KAKAMEGA DISTRICT.**

**By**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN  
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## ABSTRACT

**Education** in its broadest, general sense is the means through which the aims and habits of a group of people sustain from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g. instruction in schools. A right to education has been created and recognized by some jurisdictions: Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At the global level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

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 Kakamega Central Division, Western 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 Kakamega Central Division.. 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. The learning theory of Thorndike represents the original S-R framework of behavioral psychology: Learning is the result of associations forming between stimuli and responses.