

**FACTORS CONTRIBUTING TO POOR PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN MURANG'A COUNTY.
A CASE STUDY OF MUTHITHI ZONE IN KIGUMO DISTRICT**

BY

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ABSTRACT

This paper attempts to evaluate the factors contributing to poor performance in public primary schools in Muthithi zone, Kigumo district, Murang'a County. The paper indicates that the district faces the problem of inefficiency, poor achievement levels, drugs and substance abuse and teachers negative attitudes among others.

Students differ from one another in a wide variety of ways, including the styles of instruction to which they respond best (learning styles), the ways they approach their studies (orientation to studying and approaches to learning), and their attitudes about the nature of knowledge and their role in constructing it (levels of intellectual development).

The teacher pupil ratio is 1:34. This study shows that the teaching-learning time is not utilized efficiently. Most notable policy implication of the finding is cost and financing mechanism which have to be put in place to stop drop-out rate from the system in order to enhance completion rates. More training services for school managers to enhance the utilization of school resources is important. Equal distribution of teachers is also essential.

The school as a system should have goals from the society, elements such as teachers, students, support staff, resources, physical facilities among others, harmony which is evidenced by working together of all in the school, feedback that is obtained through evaluation of all the school activities and the activities can be positive or negative. Most schools aim at positive activities or results.

This study found that motivation is a very important concept in learning and in the world of work. It is important to motivate learners and employees so that they can work hard to produce good results in whatever they do. Some of the motivation originates from the individual and encouragement while some sort of reward is necessary for that motivation to be sustained, low or average ability students can attain academic success if given meaningful motivation in their learning process