

**FACTORS CONTRIBUTING TO POOR PERFORMANCE OF KENYA
CERTIFICATE OF PRIMARY EDUCATION (KCPE) PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN RUARAKA ZONE, KASARANI DISTRICT KENYA**

By

Mwangi Samwel Mwaniriri

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, scope and delimitations of the study, research assumptions, and definitions of terms and organisation of the study.

1.1 Background to the Study

Education in all forms has been one of the most important concerns of human societies. An education system in any country is established as a result of the determination of the broader aim of education which are in line with the aspirations of the country. Okumbe (2001) asserts that the product of a school is judged by the way its past pupils perform in society. Shukla (2007) points out that general performance in education is still wanting. This is because good performance is necessary for selection and placement of pupils in institutions of higher learning and for jobs in various firms and organizations.

Vision report (2007) asserts that in United Kingdom, the schools improvement strategies among others are broadening the academic gains in underperforming schools and identifying the proper balance between pressure and support in raising performance in failing schools. In another finding, a British Medical Journal (August 10th, 2008) reported worrying exam performance in a qualitative study led by researchers from the University College London. The Academic Centre for Medical Education (ACME) in the