

**CORRELATES OF STANDARD THREE PUPILS' PROFICIENCY IN MATHEMATICS
IN PUBLIC PRIMARY SCHOOLS IN ONGATA RONGAI DIVISION, KAJIADO
NORTH SUB-COUNTY, KENYA**

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ABSTRACT

Pupils' mathematical proficiency in lower primary schools is critically important since it is likely to determine later mathematics achievement as well as disposition to the subject. The purpose of this study was to determine correlates of standard three pupils' proficiency in Mathematics in public Primary schools in Ongata Rongai Division, Kajiado North sub county, Kenya. The study objectives were; To determine the extent to which teachers' self-efficacy relates to class three pupils proficiency in mathematics, To explore the relationship between teachers' self-efficacy in teaching mathematics and pupils proficiency in mathematics, To examine the relationship between head teachers' instructional supervision and pupils proficiency, To establish the extent to which teachers' instructional practices in mathematic is related to pupils' proficiency in mathematics The study was anchored on Bandura's Socio Cognitive theory. A correlation research design was employed in order to gather data and answer the four research questions. This study targeted all the 25 public primary schools in Ongata Rongai Division. By use of census method, the entire population of 40 teachers, 25 head teachers and 1800 pupils were selected. The study used a teachers' questionnaire, head teachers' interview schedule, learners' mathematical proficiency test and class observation guide to collect data. Validity of research instruments were ascertained by the Education Department panel of experts while reliability was determined by test-retest method. Data was analyzed using both descriptive (frequencies, percentages and means) and inferential statistics such as Pearson correlation coefficient and multiple regression analysis was done to test the hypotheses and the results indicated a positive relationship between the dependent and the four independent variables at $F(4, 30) = 43.56$ $p < 0.05$ and that the coefficient of determination r squared was 43.56. The findings from this study may be useful to teachers, head teachers, quality assurers and policy makers in the ministry of Education in Kenya.

Key words: Correlates, Proficiency in Mathematics, Teachers' self-efficacy in Mathematics, between teachers' self-efficacy in teaching mathematics