FACTORs INFLUENCING KENYA CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE:

COMPARATIVE STUDY OF PUBLIC AND PRIVATE PRIMARY SCHOOLS IN CENTRAL DIVISION-KIRINYAGA DISTRICT

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF

MASTER OF EDUCATION

BY

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JULY 2003
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

GATHARA P. MUGO

This thesis has been presented for examination with our approval as university supervisors:

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DEDICATION

This work is dedicated to my parents Joyce and Stephen Gathara, my sisters, my brothers, my wife and children who have been a source of great inspiration and support throughout the study.
ACKNOWLEDGEMENTS

I am greatly indebted to my supervisors, Dr. F.X. GICHURU, and the late Dr. F.N. GETAO, for the superb guidance and time they availed to me throughout the research project.

My special appreciation is to the chief inspector of schools (Nairobi), District Education Officer (Kirinyaga), parents, head teachers, teachers and pupils of the schools sampled. Their sincere understanding, co-operation and contribution of various kinds enabled me to successfully complete this exercise. Moreover, my colleagues and friends namely, George, Ongiri, Judy, Josphat, Rev. Murira and Likoye for the helpful discussions and suggestions we shared together at various stages of the research work and Miss Grace Njeri Mwangi who typed this work and provided moral support throughout the course.

Finally, but most important, I would like to thank my wife, Mary, our children, Winnie and Mike, for their encouragement and for allowing me to spend the kind of time and effort that it has taken to work some of the ideas out and to develop them into intelligible form of communication.
<table>
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<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>GCE</td>
<td>General Certificate of Education</td>
</tr>
<tr>
<td>SIMCE</td>
<td>National Programme for Quality Assessment of Basic Chilean Education</td>
</tr>
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<td>p</td>
<td>Confidence level</td>
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<td>df</td>
<td>degrees of freedom</td>
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<td>First sample size</td>
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<td>S.Agri.</td>
<td>Science and Agriculture</td>
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<tr>
<td>GHC</td>
<td>Geography, History and Civics</td>
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<tr>
<td>ACM</td>
<td>Art, Craft and Music</td>
</tr>
<tr>
<td>HBE</td>
<td>Home science and Business Education</td>
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<td>PRISM -</td>
<td>Primary schools Management</td>
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ABSTRACT

This study presents the results of a research investigating the factors influencing Kenya Certificate of Primary Education performance among public and private primary schools in Central Division, Kirinyaga district. A sample of ten public and ten private primary schools was selected. For public schools, random sampling was used while purposive sampling was used for private schools. The research is descriptive in nature and the research design used was an intra-national survey.

The study utilised three research instruments namely, questionnaires, interviews, and observation schedules. The questionnaires were administered to head teachers, teachers’, parents and pupils. The interview was conducted on three education officers one from each zone while all the twenty schools were under observation. The data collected was analysed using descriptive statistics such as the mean, percentages and tables while t-test (inferential statistics) was used to show whether there was any significant difference between these schools.

The study found out that there was a significant difference in KCPE performance between public and private primary schools in Central division. There are differences in the roles played by parents in both types of schools. The parents are the main suppliers of textbooks and writing materials. There was a difference in
the professional support provided to schools in favour of public primary schools. In the school environments, there was a significant difference in teachers and pupil expectations, availability of physical facilities and problems experienced by each.

The study recommended sharing of facilities between schools and provision of professional support to all types of schools. In-service courses should be encouraged to all teachers and parental participations should be encouraged in all schools.
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Kirinyaga District

Central Division
CHAPTER ONE: INTRODUCTION

1.0 Background to the Study

Education is too diverse, complex and demanding to expect government alone to be able to meet the vast array of learners needs. The call for multi-sectoral approach and building new alliances between the government, private sector and the Non Governmental Organisations (NGOs) forces has been viewed to be important (Inter-Agency Commission, 1990:30). Therefore, in an attempt to alleviate the shortages of places in our educational institutions, the government has allowed the establishment of private schools by individual and voluntary organisations such as the churches in accordance with acceptable standards (Kenya, 1986:42). In an attempt to fulfil this, the Kenya, Republic of (1992) policy paper, reinforced other partnerships in the provision of basic education by inviting other groups as recommended by the Inter-Agency Commission (1990) on Education For All. This partnership has brought about two categories of schools in Kenya: public and private that is a common phenomenon in Kirinyaga district.

Kirinyaga district has a tropical type of climate and the pattern of rainfall is typically equatorial, since the district is situated within the highlands of Kenya and near the equator. The district has two rainy seasons, the long rains which occur from March to May and short rains which occur from October to November. In 1999, Kirinyaga district’s population was 455 000 (Kenya, 2000:216) and growing at a rate of 2.8%. This high population was attributed to the agricultural potential of the district. The district is mainly agricultural
producing cash crops like tea, coffee, rice and tobacco, while food crops such as maize, beans, and Irish potatoes are grown for subsistence. Other agricultural activities involve livestock keeping, poultry farming and horticultural activities.

Most of the labour force found in the district is semi-skilled and unskilled. However, some skilled labour force is found in the few industries in the district and institutions. The prevalence of child labour in tea and coffee picking activities is significantly higher in order to subsidise the family income.

Table 1 shows that the population of the age group 0-19 has been increasing rapidly. This is shown by the data of 1989 census, where the population of this age cohort was 225,437 compared to 1999 when it was 300,670. This represents an increase of 33.38% and was expected to increase to 318,495 by the year 2001 (Kenya, 1997: 11).

**Table 1 District population projections 1997 – 2001**

<table>
<thead>
<tr>
<th>Age cohort</th>
<th>1989</th>
<th>1997</th>
<th>1999</th>
<th>2001</th>
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<tr>
<td>0 – 4</td>
<td>57,761</td>
<td>72,725</td>
<td>77,037</td>
<td>81,604</td>
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<tr>
<td>5 – 9</td>
<td>63,814</td>
<td>80,347</td>
<td>85,110</td>
<td>90,156</td>
</tr>
<tr>
<td>10 – 14</td>
<td>57,895</td>
<td>72,894</td>
<td>77,216</td>
<td>81,793</td>
</tr>
<tr>
<td>15 – 19</td>
<td>45,967</td>
<td>57,876</td>
<td>61,307</td>
<td>64,942</td>
</tr>
<tr>
<td>Total</td>
<td>225,437</td>
<td>283,842</td>
<td>300,670</td>
<td>318,495</td>
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</table>

*Source: Republic of Kenya (1997), p.9*

The implication was that more facilities and schools are required to cater for the pupils in primary schools. In 1995, the district had 189 primary schools and majority were found in Ndia division. The primary schools are inadequate and cannot support the population of the primary school age children as shown in Table 2.
Table 2: Distribution of primary schools and enrolments by division 1993-1995

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<td>Gichugu</td>
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<td>44</td>
<td>44</td>
<td>15,391</td>
<td>15,477</td>
<td>15,592</td>
<td>16,463</td>
<td>16,110</td>
<td>16,378</td>
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<tr>
<td>Ndia</td>
<td>80</td>
<td>80</td>
<td>63</td>
<td>25,493</td>
<td>25,408</td>
<td>1,9680</td>
<td>26,397</td>
<td>27,282</td>
<td>20,262</td>
</tr>
<tr>
<td>Mwea</td>
<td>61</td>
<td>62</td>
<td>57</td>
<td>14,463</td>
<td>14,264</td>
<td>13,786</td>
<td>14,381</td>
<td>14,449</td>
<td>13,579</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>186</td>
<td>189</td>
<td>55,347</td>
<td>55,149</td>
<td>49,058</td>
<td>57,241</td>
<td>57,841</td>
<td>51,019</td>
</tr>
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Lack of new public schools and over enrolments has led to the building of private schools. As noted by the Inter-Agency Commission (1990) improving primary education in developing countries, is shifting from promoting access and equity, to boosting quality improvements are central to assuring demand and increasing the efficiency and holding power of schools (Op.Cit. 1990:27). In this district, both private and public primary schools have been sharing top positions in KCPE results ranking. Teachers employed by the government have also started their own schools, which compete with those they teach. This can be blamed on unclear policies by the government in stipulating who should own private schools and who should not. As the Inter Agency Commission (2000) notes, learning achievement has to be given priority in the provision of basic education (Inter Agency Commission, 2000:10).

In most of the public schools, the pressure of increasing enrolment, overburdening of teachers, widely prevailing shortages of textbooks, lack of in-service teacher education, curriculum reforms and declining real incomes are undermining
teachers morale (UNESCO, 1991:32) thus, affecting the performance of pupils in this district. However, in many countries, tightening fiscal constraints have limited the ability of the public sector to expand public education (World Bank, 1990:35). One option is allowing private schools to meet the excess demand by lifting restrictions on the provision of private schooling.

Kirinyaga district has severely been affected by coffee liberalisation. Coffee earnings were used in building schools and as a source of income for buying educational learning materials. Most of the public schools have been affected, as parents could no longer be able to sustain their children in schools. This has led to deterioration of education standards in the district. This has forced some parents to opt for private schools with the hope that their children will do better in KCPE. Most of these schools are conscious of ranking because the parents will keep their children in schools if their KCPE results continue to be good (Wamahiu in Daily Nation, 16 June 1988).

The researcher, being a resident of this district was far much familiar with most of the public and private primary schools. He was in a public primary school in this district. Therefore, he has seen the new trend where parents prefer taking their children to private instead of public schools. In addition, he has interacted with the teachers and the community in general and was able to know the current development in relation to the two categories. The use of the bussing system to transport the children from rural areas to private schools and the mushrooming of
all sorts of private schools (Tuiyot in *East African standard*, 20 July 1990) has led him to undertake this study in this area.

Therefore, many parents transferring their children from public to private schools where they incur extra costs have aroused the researchers’ curiosity. This was evident with teachers in public schools who transferred their children from the schools they are teaching to the private ones. Parents compete for admission of their children in some private schools, hence giving them a licence of asking exorbitant fees since their performance in KCPE is impeccable (Education correspondent in *East African Standard*, 5 February 1991). Moreover, those public schools that used to perform very well appear to have deteriorated greatly in KCPE performance and upcoming private ones are doing better. On the other hand, in the categorization of all schools in relation to the number of students that sit for KCPE shows that it is a myth that private schools do better than public schools (*Ibid.*). However, in the ranking of best schools, both categories share the top positions. Lastly, the public schools are staffed with teachers by the government and the main problem is why are parents opting for a second burden while these teachers are employed by taxpayer’s money to serve their children?

The private sector is one route to greater efficiency in education. A “healthy” degree of competition between public and private services leads to price reduction and improved benefits to the people. The use of private sector gives parents a uniquely strong role in monitoring school performance and provides incentives to schools to improve performance (Wolff et al., 1994:103). Therefore, it was
imperative to study the factors influencing performance of KCPE in private and public primary schools in Central division of Kirinyaga. This was due to the high number of private schools, which have come up, and parents have gauged them as more superior. Since, they do the same examination at the end of their course, it was important to find out any significant difference between public and private primary schools in relation to KCPE performance, as parents continued facing the dilemma of choosing the best school for their children.

1.1 Statement of the problem

This study sought to know the factors influencing KCPE performance between public and private primary schools. The study looked at the results of KCPE between 1997 to 2001 in public and private primary schools in Central division of Kirinyaga district. Since the government is unable to totally provide primary education, private primary schools have come up to complement the government efforts. They follow the same curriculum and the performance in national examination is expected to be the same yet the outcome appears to be different. Do parents, teachers, and education officers in improving KCPE performance of central importance play the roles? Do all these schools have enough facilities for the improvement of KCPE? Do their parents, teachers and head teachers provide the pupils with all the necessary support in order to improve their KCPE performance?
1.2 Purpose of the study

The purpose of this study was to:

(1) Investigate the role played by parents to finding out the types of material support provided to the standard eight pupils in ensuring good performance in KCPE examinations.

(2) Find out whether there was any significant difference in KCPE performance between private and public primary schools by investigating whether the school environment provides the students with high expectations to pass their examinations.

(3) Identify the kind of support and guidance provided by education administrators to schools in order for the KCPE performance to be good.

1.3 Objectives of the Study

The objectives of the study were to find out:

(1) The role played by parents in improving KCPE performance in some of the two categories of schools.

(2) Whether there was any significant difference between private and public schools in KCPE subject performance.

(3) The type of support given by education administrations to schools in order to improve their performance.
1.4 Significance of the Study

This study was significant because it acted as a way of assessing the performance of KCPE in this division according to the two categories of the schools. This would benefit the parents by removing the dilemma of choosing the best school for their children. This was because the performance in KCPE would determine the type of secondary school one would be admitted to.

Secondly, it exposed the disparities occurring in the two types of school and how they affect the performance of KCPE despite being in the same geographical location. This would benefit the education officers as they carry out their duties to reduce those differences by implementing the government policies, which may help in reducing the differences.

Thirdly, it highlighted the problems that are being experienced by primary schools in their endeavour to improve their performance in national examinations. This would benefit the teachers and head teachers as they work to improve the performance in their schools. Being in the same geographical location the teachers
may adapt those methods used in the types of schools, which perform better than the others.

Lastly, it would add to existing knowledge in performance of national examinations in private and public primary schools and opens avenues for further research in this area.

1.5 Limitations and Scope of the Study

Due to lack of resources, the area of the study covered one division namely Central division in Kirinyaga district. However, this was not a small area considering the number of schools present in this division both public and private. In addition, the study was concerned with only those private schools that had standard VIII by 1997. Those that had not done KCPE by that year were not considered. Finally, the principal source of data for this study was teachers, pupils, head teachers, education officers and the researcher. Accordingly, the study faced the problems associated with the kind of data obtained from interviews, observations and questionnaires.

1.6 Assumptions of the study

There were three main assumptions in this study:

1. That both types of schools complete the primary schools syllabuses before their pupils sit for KCPE.

2. There is no absenteeism by teachers and pupils in both categories of the
schools and, if there is, it is minimal.

3. All the teachers in these schools are trained and follow same curriculum.

1.7 Definitions of operational terms

Private schools – These are tuition fee-paying institutions owned by private individuals or organisations such as the churches.

Public schools – These are schools maintained by public financial backing and the government participates by paying the salaries of teachers.

Primary school – This is the first level of formal education, which is offered for eight years after which a national examination is done.

Standard eight – This is equivalent to the eighth grade of education in international context.

KCPE – This is a competitive examination taken at the end of eight years in the primary schools.

Material support - This involved the materials given to pupils in form of books, food, clothing.

Professional support - Refers to the advice given to schools by the education officers on how schools can be run to improve education performance.
1.8 Research hypotheses

The research hypotheses used in this study were:

H1. There was no significant difference in K.C.P.E. subject performance between private and public primary schools in Central Division.

H2. There was no significant difference in providing material support among the parents of children in private and public primary schools that could have affected KCPE performance in Central Division.

H3. There was no significant difference in the provision of professional support to private and public schools in respect to KCPE performance in Central Division.

H4. There was no significant difference in school environment of public and private schools that could have affected KCPE performance in Central Division.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter highlights on how different countries conduct their education systems in relation to public and private schools and how examinations are done and the impact of the performance to overall education system. First, it dwells in international dimension, which is divided into developed, and developing countries and then the local scene and finally the conceptual frame work of the factors that determine school performance.

2.1 International Dimension

In USA, the private elementary schools have been performing better compared to the public schools. Freidman (1995) observes that, there are dismal results in most of the government schools. Their performance is lower compared to that of private schools. He gives high dropout rates, increasing violence, demoralised students and teachers as the main reasons for the poor performance. However, this study intends to investigate primary schools performance in a country where the public schools had been performing very well and the emergence of private schools is a new phenomenon in this division.

Hoffer et al. (1987) showed that Catholic schools were more advantaged about one grade level higher for reading, vocabulary, mathematics and writing achievements compared to public schools. This research was based on earlier
findings of Coleman et al. (1982) who had found out that Catholic school students performed better than their counterparts in public schools. As Anderson (1994) notes, the private sector has a small but significant edge over the public sector (Anderson, 1994:4828). He attributed the good performance to the organisation of Catholic schools, which is communal in contrast with the bureaucratic form found in public schools. This has promoted high level of both teacher commitment and student engagement. Moreover, the functional community situates students and their families within a relatively circumscribed social network that reinforces positive norms and produces social capital (Ibid: 4841), necessary for good performance. The school policies in such areas as homework and discipline are largely held responsible for the good performance. This study looks at factors influencing performance in a more rural setting. Children from rural areas are transported to private primary schools while in public schools have to walk.

A study done by Stevenson (1992) looked at hundreds of schools and families in USA, China, Taiwan and Japan. He found that American parents were by far the most satisfied with their local schools, while their children had the worst performance overall. Though in the first grade they were slightly behind their Asian counterparts in mathematics, by fifth grade the best American schools had lower scores than the worst schools from all the other countries. One possible explanation for this discrepancy is that Americans have much lower standards than people in other countries and are satisfied with the meagre successes of their children. He attributed the dismal result to lack of pressure for improving the
quality of schools and the issuing of diplomas once the students complete eighth grade. He further notes that parents do not know what goes on in schools and are satisfied with the results on their children’s report cards. Most of them had been lulled into complacency, believing both the school and the student were performing well. Nevertheless, this study looked at an area where by parents are more concerned with their children performance and are ready to transfer them to new schools if the KCPE results are not good in their current school.

Kantrowitz and McGinn (2000) have exposed the problems affecting most schools relating to the examinations performance in the United States. Children have been coached to give right answers on state tests. This cheating can be attributed to a number of factors. First, in some states educators can get bonuses of as much as $25,000.00 if they raise their standard scores. Secondly there are praises by notable people in the country while in some places school officials can lose their jobs if their students don’t produce the right numbers. The repercussions extend beyond the classroom, even affecting real estates values (Kantrowitz and McGinn, 2000:50). The out-of-school influences are most significant in this country and they sometimes compete with school. Radios, televisions, magazines and comic books, are some of the sources of out-of-school influences that may affect performance in all types of schools in the country. This study intends to look at performance of pupils in a country where national examinations are done. Moreover, the school performance has never been used to determine economic
factors like estate values and the out of schools factors have minimal influence in this division compared to major urban centres.

In Britain, the private schools have been performing better than the public schools. A research done by Fox (1985) confirmed that the academic advantage stood out as the single most important factor for choosing private education by 52 percent of the parents interviewed (Fox, 1985:40). As she observed, the good performance in private schools is attributed to the superior teachers and their methods. The subjects taught and methods used are “better” in terms of qualification, greater dedication and accessibility. This is facilitated by better pay and less stressful working conditions compared to public schools where there are poorer teachers who have been underpaid for so long that the staff are poor (Ibid).

Secondly, the children are given individual attention, which the maintained sector does not offer. In this research, 46 percent of the parents mentioned that their children are individuals who need to develop at their own rates. Others are concerned with the size of the classes in public schools and are prepared to invest more in their children education due to their strong commitment. They feel that private schools provide competitive and stimulating environments, which lack in public system. Despite Kenya following the British system, she has been left behind in changing some of her policies concerning education matters. This study will look at factors that influence performance in national examinations, where the teachers in public schools are better paid compared to private schools.
However, this study never looked at the aspect of salary as a major factor influencing performances in these schools.

Another study carried out by the National Children’s Bureau on the performance at GCE ordinary level, comprehensive schools fared slightly less well than their grammar school educated peers. However, Walford (1990) observed that Advanced level success over the private school is uneven. Students in poorer private schools do not fare as well as students in average state maintained schools. He observed that “A” level examination success might have to do with student than with the school (Tsang, 1994:4705). This study will cover public and private primary schools in a rural setting where the new trend is favouring private primary schools with the hope of the children passing their examinations.

In China, there is no significant difference in performance among pupils attending different types of schools. This was evident in a study carried out on Grade Four pupils’ performance in Basic Learning Competency in numeracy sub-domain. Chinapah (1997) observed that the main difference seen in terms of pass rate could be attributed to the geographical location of the school. Those pupils attending urban schools performed better than their County and rural school counter parts. Pupils in big cities have the highest scores whereas those in mountainous areas have the lowest (Chinapah, 1997:81). This can be explained in terms of the motives of private schools in this country. The law stipulates that no organisation or individuals may operate a school for profit (China, 1996:32) and
all schools are treated equally as government sponsored educational institutions. Nevertheless, this study was carried out in an area where the private primary schools are operated with a profit motive, which is enhanced if the performance in KCPE examinations is better than in other schools.

Lynn (1988) observes that most of the Japanese children attend co-educational primary schools and about 99% attend the state primary schools while the rest attend private schools. The kindergarten is the monopoly of the private enterprise accounting for 79.6% (Ministry of Education, Science, Sports and Culture, 1996:17). There are small numbers of academic "hot houses" private kindergartens in Tokyo and other cities, which aim to provide an especially accelerated intellectual development. These cater for the parents who hope to secure their children admission to one of the academically strong private schools. These schools are attached to a particular university and children can enter them at the age of six and remain there if their academic progress is satisfactory. These university schools are academically strong and among the most prestigious schools in Japan and there is considerable competition to get into them. They operate preferential admission policies to their own universities, so that a child who gains admission to one of these primary schools stand a good chance in due course of getting into the universities under them because of their good performance. The Japanese parents are able to secure a free education at the public schools topped up by additional education purchased at the "jukus". Jukus cater for children of all ages and do not receive any form of government
subsidies. They are purely academic commercial enterprises engaged in selling education to consumers. Japan has leaped ahead by providing subsidies to private schools in form of capital grant and salaries for teachers. In this study, the schools in Central Division are not affiliated to any universities and the admission criteria are flexible. The extra coaching that is done is not purely commercial as some schools do it to improve their performance and the government do not provide any grant to private schools.

Wolff et al. (1994) in their book confirm that the best private schools in Latin America score significantly higher than public schools in International comparable tests of achievement. However, all private schools account for no more than 13 percent of the enrolment, and there is evidence that many of these private schools score only slightly better than the public schools on academic achievement. They observed that in most of the schools, teaching is through presenting expository materials to the entire class by writing the content of the lesson on the blackboard, which is later copied by the children. In most cases, the exposition was inadequately structured and sequenced. The teacher may not stop to seek feedback from the students to adjust the presentation based on their responses. Moreover, alternative learning methods like individual instructions, free writing and co-operative learning are rarely used. This is accompanied by classroom indiscipline; low teacher morale, low salaries, excessive bureaucracy and inadequate school time leading to low performance.
The performance of private schools in Chile was better than in public schools. This was confirmed by the third International Mathematics and Science pilot study of 1992 where elite private schools in Latin America countries do nearly as well or better than the national averages for the USA and Thailand (Op.Cit., 1994: 19). Carnoy (1995) observed that the decline in scores in Chiles Municipals public schools means that increased competition had negative effect on student achievement and the Chilean voucher system contributed greater inequality in pupil achievement without improving the overall quality of education. He noted that subsidised private schools cost less because they have higher pupil teacher ratios and pay their teachers lower salaries. However, he cautions that private schools are not becoming more efficient and public schools lag behind. He pointed out that private schools are consistently creaming off easier to teach students while public schools may have to maintain smaller numbers with more highly paid teachers just to stay even academically. He blames public school bureaucracy and lack of market incentives for the low level of achievement. He further observes that teachers in public schools find it more difficult to be innovative due to the worsening conditions and lack of support from the education system. This study was carried out in a country where the voucher system does not exist. Thus, the study filled the gap by looking at factors influencing performance in a more liberalised education system.

In Chile another report in 1992 confirmed that private schools in existence for more than ten years scored much higher than new private schools, which in turn
scored only slightly better than public schools (Ibid: 19). Specifically, the results showing that private schools score higher than public schools have led to efforts to identify means of encouraging increased responsibility at the local and school level. This has also been confirmed by SIMCE (National Programme for quality assessment of basic Chilean education) results which used the differences of municipal, subsidised private, and private as one way of categorising schools in its assessment. Despite some public schools having existed for more than thirty years, new private schools in this division seem to be performing better than the former. This study looked at those private schools that had done KCPE by 1997 onwards without considering the duration they have been in existence.

In another study carried out by Taryn Rounds' estimate of pupils' achievement as a function of type of school, location, parent education and social economic class using the 1990 test results confirmed that lower -social-class students did better in public schools in both Spanish and mathematics test and middle-class students did better in subsidised private schools .This is because low income parents were less able to add private contributions to the voucher amount and private schools were apparently not interested in doing any better than public schools with low in come pupils. This study intends to work in an area where private schools are interested in doing better in order to create an edge over the public system of education by out- performing public schools in national examinations.
Jimenez et al. (1995), in their study found out that Colombian private schools student achieved higher than their counterparts in public schools. They attributed this success to better family background where books, educated parents with high incomes provide stimulating environments at homes. In addition, the large classes in public schools affect performance adversely. The general pattern reveals that private students tend to perform better in large classrooms while public students tend to perform better in smaller ones.

In Tanzania private school have an achievement advantage according to a study done in 1981. In the study Jimenez et al. (1995) observed that the good performance in private schools is because of the chance of the desirable government employment and the University attendance which are greatly enhanced by the public credentials. The high teacher salaries in private schools improve student performance, as they are motivated to teach compared to public schools. In comparison, the salaries of teachers in private schools in this division are lower than in public schools. Despite this difference, this study investigated whether these schools perform equally well despite the differences in salaries of teachers.

In Mali, Chinapah (1997) notes that the performance in private schools is much higher than those of public schools with the exception of the life skill domain. They attributed this to better facilities in private schools, which lack in most of the public schools. Moreover, the Koranic schools emphasise on cognitive domain
while life skill domain is given little emphasis. But this study investigated which type of school has better facilities than the other and how they may affect KCPE performance in this division.

2.2 Local Dimension - Kenya

In Kenya, the missionaries were not the first to introduce formal education. The Arabs had established koranic schools in East Africa before 1333 A.D. During the colonial period, the education was offered on racial lines and there were four types, Africans, Asians, Goans and Europeans. The system favoured the Europeans in financing (Getao, 1996: 49) and Africans were restricted as seen in the Beecher report. Majority of the Africans were dissatisfied with the colonial education policy and this saw the development of independent schools. Eshiwani (1993) highlighted that the movement started as early as 1910 in Nyanza and became very active in Central province in 1920s. The climax was in 1939 when Githunguri teachers college was opened to train teachers for independent schools. This can be seen as the first development of private schools in Kenya, but most of them were closed in 1952 due to the imposition of the state of emergency.

After independence, education was an essential undertaking in the development of Kenyan society. It was perceived as a measure of not only raising political and social consciousness but also for increasing the number of skilled workers and raising the level of higher work force. Primary education is the stage of acquiring the basics for living. It forms basis for training in many of the skills of organised
life and for further education. According to Kenya, Republic of (1964) primary education generally concerns itself with three main elements, namely literacy, numeracy and rudimentary of citizenship for these appear to be the main requirements in universal demand for the business of living in the modern world (Kenya, 1964:44). According to the Presidential Working Party on Education and Man power for next decade and beyond, primary education is recognised as the minimum basic education, which should be available to all Kenyans (Kenya, 1988:20). It is the only formal education available to most people and for others it is a preparation for secondary and further education.

The government of Kenya has declared to provide universal primary education. In its effort to fulfil this commitment, the government abolished payment of primary school fees from standard 1-4 in 1974, thereafter in standard five to seven by 1979, (Ibid, 1988:21), in order to implement the Addis Ababa declaration.

According to Rukwaro, (1997), there are private schools that follow different curriculum from the 8-4-4, which are available in public, and other private schools. Some offer a wide range of extra curricula activities and charge exorbitant fee (Rukwaro in East African Standard, 24 September 1997). Most of these schools are geared towards the development of their children in order to enter some of the universities abroad. Their students move from primary to secondary level where they sit for international credibility entrance examination (Education correspondent in East African Standard, 28th May 1997). Kenya,
Republic of (1964) immediately after attaining independence first raised this issue of private schools. They observed, “maintained schools are those schools which the public authority accepts full financial responsibility --- where a school is only assisted by partial grant from public funds and substantial contribution is made to the expense of maintenance by a voluntary body--- the voluntary body should undertake the management of the schools” (Op.Cit. 1964:70). The legal basis of their participation is the Education Act that rests in the Ministry of Education, the power to keep a registrar of all unaided schools in the country (Kenya, 1996:28). In 1999, the provincial Director of Education in Nyanza province warned that private institutions must adhere to government requirement by employing only qualified teachers (Education correspondent in Kenya Times, 1 February 1999).

The use of examinations in primary schools was recommended by Kenya, Republic of (1964), it was to provide an instrument of selection (Op.Cit, 1964:61) and lack of vacancies in secondary schools have further increased the competition because the number which sit for KCPE has been increasing faster than the number of schools being built to cater for secondary education. According to Kenya, Republic of (1977) examinations provide the means for assessing the degree of past achievement of the learning objectives and, in the process, also serve to stimulate the learner to put the necessary effort in learning. The results are used to estimate an “Individual’s future potential for continued learning and occupational competence” (Kenya, 1977:131).
Most of the private schools are conscious of the KCPE ranking because the parents will keep their children in school if the results continue to be good. Kinunda (1994) has highlighted some problem such as:

(a) Repetition of grades in hope that candidates will attain better results.
(b) Drop out owing to failures to achieve.
(c) Tendency for teachers to teach and drill children specifically for the national examinations.

These are because of the highly competitive nature of the examination, due to high expectations by students and parents that secondary education will automatically lead to a high wage job in the modern sector of the economy.

The government of Kenya does not offer any financial help to private schools. As members of the private school association lamented in a conference in Kisumu in 1998, they requested for a tax relief in order for private schools to expand and develop a sound academic and financial base (Oywa in Daily Nation, Dec 22, 1998).

Sifuna (1986) sees a positive correlation between school facilities and performance of pupils. He noted that schools in Nyeri district are better equipped compared to those in Bungoma. Thus their performance is better in national examinations compared to the latter. However, he never compared them in terms of public and private, which this study intends to do by looking at other factors apart from facilities only. Eshiwani (1983) found out that the relation between
higher expenditure per student and higher student achievement was very low. Nevertheless, he never compared them in terms of private and public primary schools. This study intends to look at the factors influencing KCPE performance in these two categories of schools.

2.3 Factors that determine school performance. (See figure 1, below)

The school is a critical unit in bringing about change in educational quality. Thus, the following two factors can be viewed to be important in ensuring good performance of any school.

(a) Out of school factors

(b) In-school factors

2.3.1 Out of school factors

The factors outside the school are important in determining the performance of students in school. According to Fig.1 the learning preparedness, that parents and community provide includes the availability of pre-school education, good child health and directed cognitive stimulation at home. The community supports include money, construction material, and labour. The frequent communication between school and community is mainly important for positive performance. This can take place during prize giving days and parent days in addition to effective governance and advisory services to parents. Whenever there are skills and knowledge in the community relevant to school curriculum, community members serve as information sources. This study fills the gap by finding out whether schools hold productive public events that can foster KCPE performance in this division.
Parental involvement in homework and written policies improve school performance. The Commonwealth secretariat (1991) indicated that schools are more effective when family atmosphere support co-operation rather than competition (Commonwealth secretariat, 1991:24). Secondly, support from the education management structure is important in enhancing performance. To attain this the education management needs to delegate authority and responsibility for improvement to schools. They have to communicate expectation and exert pressure where necessary for successful academic performance. This is possible by providing services to the schools in order to help them succeed by providing information and training regarding instructional practices and protection from political turbulence (Heneveld and Craig, 1996:19). This study fills the gap by finding out whether parents assist their children in doing homework and providing conducive atmosphere for further learning at home.

Lastly, children with access to textbooks and other reading materials learn more than those who do not have access. Textbooks are the most important instructional materials and are particularly effective where teachers use teaching guides with them. Often learning materials like paper, posters, filmstrips also facilitate student learning. This study will look at the provision of books required for KCPE improvement and the main providers in order to find out whether they are enough for the improvement of KCPE performance.
Capability to learn in school is determined in part by the prior learning experience and the health and nutritional status of each child. Children, whose homes provide a stimulating environment, full of physical objects and learning materials, consistently learn more quickly in school than children from more deprived backgrounds. Therefore, this study will look at the provision of other reading materials that provide the children with other reading experiences for the improvement of KCPE in primary schools.

Children who are well nourished are better in comprehension and intelligence than those who are less well nourished (Lockheed and Verspoor, 1991:74). They observed that those children who are temporarily hungry because of not eating breakfast are generally more distracted from their schoolwork than those who have eaten. Lack of iodine, iron and vitamin A may lead to lower performance in primary school. This is because iodine deficiency affects mental performance; iron deficiency affects children’s alertness, which in turn affects attention and learning. Vitamin A deficiency causes blindness. A study done in Kenya by Sigma and others (1989) found out that well nourished children scored higher on test of verbal comprehension than less well nourished children. More over their nutritional status will be considered by looking at those parents who provide breakfast to their children and the types provided.

2.3.2 In-school factors

According to Fig.1, the in-school factors are divided into three major factors that interact to produce good performance. In the enabling conditions, four main
factors are important. First, there should be an effective leadership. The school head should articulate a vision of what their school should be like and demonstrate an energetic commitment to that vision. He should pursue high instructional standards through written policies, high expectations and management of learning process. Lastly, he should communicate regularly with teachers, pupils and parents and maintain a high visibility and accessibility with them. Thus, this study will fill the gap by looking at the number of times head teachers hold staff meetings, allow teachers to make decisions and describe curriculum goals geared towards KCPE improvement in this division.

The second major factor involves a capable teaching force. Teachers need to have mastery of the material they are supposed to teach. According to Lockheed and Verspoor (1991), the knowledge of the subject matter has a strong, positive effect on student achievement (Op.Cit., 1991:63). This is further enhanced by the amount of teaching experience and length of time they have been in school (Op.Cit., 1996: 21). This study will fill the gap by finding out the academic qualifications of teachers, their teaching experience and whether they prepare schemes of work in order to improve the KCPE performance in private and public schools.

Thirdly, the flexibility and autonomy in decision-making, time and resource allocation can increase academic performance. The school head teachers and teachers make decisions about time tabling, textbook use and plan when to be
involved in extra curriculum activities. Thus, the study will fill the gap by finding out whether teachers are allowed to make decisions that can improve the KCPE performance in any of the two types of schools.

The school environment is the most important. According to Fig. 1, it has five important parts, which need further clarification here. First, high staff expectations for the students to do well contribute a lot. This expectation is communicated clearly by the principal and teachers and the student and the student performance is monitored regularly. The student assignments are sufficiently frequent and difficult to convey this high expectation. These expectations should be observed in schools recent academic record as compared to the national average. Secondly, the schools performance is better when teachers have a positive attitude towards their work. This is reflected in teachers' comfort in using learning materials and in trying new ideas, low teacher absenteeism and a high level of group involvement in planning teaching and in resolving school issues. Thirdly, good achievement is possible where schools are safe, orderly and offer a conducive environment for learning. The school rules are fairly and equitably maintained and agreed upon by both students and teachers. Together with rewards and incentives for academic achievement, the students are encouraged to follow similar patterns of success. This study will fill the gap by finding out the expectations of the teachers and pupils, whether assignments are marked, returned quickly to the pupils and whether rewards are given to those who perform well for the improvement of KCPE.
The teaching /learning process is the last factor according to Fig. 1 and it involves high learning time, variety in teaching strategies, frequent homework and student assessment and feedback. The learning time can be maximised when classroom time is used efficiently. Teachers waste less class time by starting and ending instructional activities, select curriculum materials, which are appropriate to student and emphasise academic instructions. When teachers spend more time preparing for class, these preparations raise the quality of instructions and improve student achievements. Fuller (1986) found confirming evidence that when a teacher spend more hours preparing for class, these preparations raise the students' performance. This study will fill the gap by finding out the types of teaching strategies used by teachers, whether homework's are marked frequently and returned and lastly if teachers compensate for the lost time in case they missed lessons during the week.

Through frequent home works, the learner is able to discern that learning is not a classroom activity and independent learning is valued. Monitoring of student work helps to diagnose what students know and whether further instructions are needed. When these factors, interact with each other positively, the student performance is expected to be high in national examinations. The role-played by parents, education officers, and children disposition will work together with the in-school factors leading to progress, high achievement and enable them in their daily life by pursuing further education and gain economic successes. The above factors can be summarised using the conceptual framework as seen in Figure 1.
Fig. 1 Conceptual framework

Out of school factors
- Parents and community support
- Formal education system
- Environment
- Children's disposition

In-school factors

School environment
- High expectations of student
- Positive teaching attitude
- Order and discipline
- Organised curriculum
- Rewards and incentives

Enabling conditions
- Effective leadership
- Capable teaching force
- Flexibility and autonomy
- High marks in school

Teaching/learning process
- High learning time
- Variety in teaching
- Frequent homework
- Frequent assessment and feedback

Students performance
- Progress
- Achievement
- Social skills
- Economic success

Source: Adapted from Heneveld, W., and Craig, Helen, (1996) p.16.
CHAPTER THREE: METHODOLOGY OF THE STUDY

3.0 Introduction

This was a comparative study of KCPE performance between public and private primary schools in Central division - Kirinyaga District. Comparative education is to day accepted as a discipline with its own research methods and approaches. Most comparative education researches that have been done have looked into various phenomena in two or more countries. In recent years however, intra-national studies (within a nation or state) have been accepted. Lichtner (1989) defines the scope of comparative education intra-national studies as, “the comparison of a topic in two or more situations within one country” (Lichtner, 1989:9).

In her study on financing primary education in Kenya, Kipsoi (2000) used disparities in geographical location between schools in Nairobi and Keiyo district. Kaime (1990) in his study of factors influencing the implementation of the 8-4-4 prevocational curriculums in Kenya primary schools used disparities that exist in two geographical regions as basis of comparison of schools in Nairobi and Nyandarua. Eshiwani (1983) in his study of factors influencing performance among primary and secondary school pupils in western province used geographical location as a basis of his study. This study on KCPE performance with reference to public and private schools in Central division, Kirinyaga district was intra-national in scope and used administrative division as the basis of
comparison of performance. The strength of this approach lies in the fact that although there is unity in educational policy and structure, the Kenyan society is not homogeneous as far as conditions influencing school performance are concerned. This provides a rich ground for further comparative education research in Kenya.

3.1 Study Design

This study was descriptive in design and the survey method was used to collect detailed descriptions about the public and private primary schools. It is used to collect considerable amount of data from several units in a population bearing upon a variety of factors. Research instruments such as questionnaires, interviews and observation schedules were used.

3.2 Area of Study

Kirinyaga is one of the seven districts in Central Province. It is the smallest and covers about 10.9% of the province and 0.3% of Kenya's total area. It borders Nyeri and Murang'a to the west, Mbeere to the South and Embu to the East. It is about 100 KM North East of Nairobi city. The district covers an area of 1,437 Km. Square. Mt. Kenya forest, which is located to the North side of the district, occupies about 21% of the total area of the district (Kenya, 1997:4). The district has four divisions namely Gichugu, Ndia, Mwea and Central. The Central division was created from some parts of Mwea and Ndia division in 1994. The division is located at the centre of the district and is the location of the district.
headquarters (Appendix vii). The area chosen for the study was “Central Division”, located in the central part of Kirinyaga district (Appendix vii). This area was chosen due to the proximity of the institution from where the study was being conducted. More over lack of finances forced the researcher to select only one division and social responsibility of the researcher to his people are other reasons for choosing this area because charity begins at home.

3.3 Sampling Procedure

3.3.1 population
The division has 31 public primary schools and 21 private primary schools. From this population ten public and ten private primary schools were sampled for the study. Being a comparative study the research found it necessary to use equal numbers of each category of schools.

3.3.2 Schools
The researcher has used random sampling to select public primary schools. The names of all schools from each zone were put in a bowl and the schools selected randomly. For private schools, purposive sampling was used because some had not done KCPE by the year 1997, which is the reference year for this study. Ten public and ten private schools were selected for the study as shown in table 3 below.
Table 3. Schools selected

<table>
<thead>
<tr>
<th>Zone</th>
<th>SCHOOLS</th>
<th>NO. OF SCHOOLS SELECTED</th>
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<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
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<td>Inoi</td>
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<td>10</td>
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<td>Mutira</td>
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<tr>
<td>Total</td>
<td>31</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: District Education office, Kerugoya

3.3.3 Head Teachers

Questionnaires (See Appendix iii) were administered to all head teachers in the schools selected to fill in. This was because they are the main implementers of the government policies in their schools and is in a better position to discuss the problems facing them in the improvement of KCPE in their respective schools.

3.3.4 Education officers

The researcher held interviews (See Appendix v) with three education officers, and purposive sampling was used to select one from each zone. This is because they are able to point out the government policy and practice in regard to the performance of K.C.P.E. in the division.
3.3.5 Teachers
Four questionnaires (See Appendix ii) were administered to teachers who were subject teachers in standard eight in each selected school. A list of the teachers who teach in class eight was used to select the teachers randomly. They are the main implementers of the curriculum that is later tested in form of KCPE.

3.3.6 Pupils
Ten (10) pupils in standard 8 were randomly selected from each selected school using the class register. Five girls and five boys were selected and questionnaires (See Appendix iv) were administered to them. Their performance is used to gauge the teachers in curriculum implementation.

3.3.7 Parents
Five parents who had children in standard eight were randomly selected from a list in each school selected and questionnaires (See Appendix i) were sent to them through their children. Parents are key contributors by providing good atmosphere at home for the children to continue with learning.

3.3.8 KCPE Result
The KCPE results of the years, 1997, 1998, 1999, 2000 and 2001 were collected from the selected school and later analysed to show the historical trend of performance of the schools. This data was used to compare the different types of schools.
3.4 Research Instruments

Three research instruments were used as dictated by the survey method. These instruments were: -

- The Questionnaires, which were administered to head teachers, teachers, pupils and parents. The questionnaires were administered personally through the help of the head teachers and children as mailed questionnaires have a disadvantage of lesser return rates.

- Interviews were conducted on education officers. Three education officers were interviewed in order to provide more information on how they implement various policies in order to ensure better performance in K.C.P.E. in their respective zones.

- Observation whereby the researcher conducted an observation of the standard eight classes and the school in general in order to find out whether there were physical facilities that could have enhanced performance was done. An observation checklist was designed to aid in collecting the required data. In each school, the researcher spent 30 minutes in observing school facilities that could have enhanced KCPE performance.

3.5 Validity and Reliability

The validity and reliability of the instruments used was determined by pre-testing before the actual data collection took place. Questionnaires were administered to some of the selected schools and later collected to assess how the items have been
answered. Those items that had less than 90% response were reworded in order to capture the required response. The researcher also conducted interviews using the interview schedules. Those items that did not provide the desired information were discarded or altered in wording to provide the necessary information.

3.6 Data collection procedure

The data was collected using questionnaires, which were administered to head teachers, teachers, pupils and parents. Interviews were conducted on education officers while observation was conducted in the schools visited.

3.7 Research details

The research took two months. The researcher first made a first visit to the selected schools and introduced himself, explained the purpose of the research, and left questionnaires with the head teachers. An appointment was then fixed with the head teachers when the researcher could collect the questionnaires and carry out an observation of the school. In total, each school had a minimum of three visits from the researcher.

The research was not without difficulties. The researcher found it difficult in certain schools to obtain appropriate data elicited in the questionnaires. Since the schools had end term examinations going on during the time of the fieldwork, head teachers did not welcome interruptions. Some did not honour the appointments, forcing the researcher to re-schedule the data collection. Suspicion
was rather prevalent in private schools as the research was seen as an attempt to
probe them on how they manage their schools and then report them.

3.8 Data Analysis

The mean, percentages and tabulations are the descriptive statistics that were used
to show the differences in pupils, teachers, parents and head teachers in ensuring
better performance between public and private schools.

Moreover, T-test was used to show whether there was any significant difference
in KCPE performance between private and public primary schools. The T-test is
used to determine whether two group means are significantly different at a
selected level of significance, in order to reject/retain a null hypothesis. The
existing difference is influenced by the treatment (independent variable) and not
by chance. The difference is because of the treatment as expressed in the
alternative hypothesis. The use of T-test was to show that the existing difference
was influenced by the factors and not by chance. In this case, the results were
affected by the participation of parents, teachers, pupils, head teachers and
education officers in playing their role in encouraging good results. The rejection
of a null hypothesis strengthens the case for an alternative hypothesis. After
calculating the t-value, a decision rule must be used where; p = 0.01 or 0.05 and
df = n* + n - 2 where p = confidence level, df = degrees of freedom, n* - first
sample size, n - second sample size. If the t-value calculated is greater than t-
table value; reject the null hypothesis and adopt the alternative. If the t-value
calculated is less than table value, retain the null hypothesis. However, if the calculated t-value is very small accept the alternative hypothesis (Smith; 1970:79). If the hypothesis is in the directional form, we must select the one tailed test to make decision on the hypothesis. Nevertheless, if the hypothesis is in null form consult the two-tailed test.

The information got from the interviews and observations was used to explain the differences and similarities in these schools and how performance was affected by some of those factors involved. It was used to explain further the results obtained from the statistical data collected and analysed.
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents, analysis and interprets the data gathered in this study in relation to the major research hypotheses. The aim of the study was to investigate the factors influencing KCPE performance by comparing public and private primary schools in Central division. The hypotheses this study sought to verify were:

H1 There was no significant difference in KCPE subject performance between private and public primary schools in Central division.

H2 There was no significant difference in providing material support among the parents of children in private and public primary schools that may affect KCPE performance in Central division.

H3 There was no significant difference in the provision of professional support to private and public schools in respect to KCPE performance in Central division.

H4 There was no significant difference in school environment of public and private schools that may affect KCPE performance in Central division.

NB. There are multiple hypotheses being derived from the major hypothesis that will be verified in relation to the major hypotheses.
This chapter is divided into four parts. The first part presents analysis of the KCPE results from 1997 to 2001. The second part dwells on how parents provide material support among the children in private and public schools. The third part looks at the professional support provided to these schools while the fourth part dwells on the school environments of public and private primary schools.

4.1 RESULTS OF KCPE PERFORMANCE IN CENTRAL DIVISION, KIRINYAGA DISTRICT 1997-2001

The main hypothesis to be verified in this part was that, “there was no significant difference in KCPE subject performance between private and public primary schools in Central division” (H1). There are multiple hypotheses emanating from H1 in relation to KCPE performance and are being verified in respect to it. The mean score for each subject from 1997 to 2001 are summarised in tables 4 for public and 5 (a) for private primary schools. The findings of the data, as summarized on Table 4 show that the mean performance in English language scores in 1997 in public schools was 50.73%. It increased marginally to 50.88% in 1998 and later decreased steadily to 50.15%, 49.52%, and 47.45% in 1999, 2000 and 2001 respectively. On the other hand, Table 5(a) shows that the performance in private schools in 1997 was 74.32%. It decreased slightly to 72.63% in 1998 before sky rocketing to 77.91% in 1999. There was a drastic drop in 2000 where the mean score was 72.74% and later rose again to 77.93% in 2001. This shows that there is a difference in English performance between
public and private schools in Central division over the period between 1997-2001. This is so in that as the public schools continue deteriorating in performance, the private schools have mixed reactions of increasing and decreasing in performance as shown in 2000 and 2001 results.

The significance difference in English performance was tested using t-test. The calculated t-value was 18.91 and the critical value at 0.05 level of significance and 8df was 2.3. Therefore, we conclude that there is a significant difference in English language performance between public and private primary schools in Central division, thus, rejecting H1 in reference to English language scores.

The performance of Kiswahili in public schools according to Table 4 shows a general decrease in performance from 52.18% in 1997 to 48.48% in 2001 with the exception of 1999 when it rose to 52.23%. In private schools according to Table 5(a), the average in 1997 was 63.02%, which increased steadily to 68.77% in 1998, then marginally to 70.15% in 1999 and settled at 71.65% in 2001. There is a general decrease in performance in public schools while there is an improvement over years in private schools over the period under study. The significance difference in Kiswahili performance between public and private schools was tested and the calculated t-value was 10.42 and the critical value at 0.05 significance level at 8df was 2.31. Therefore, H1 was rejected in reference to Kiswahili performance and the alternative hypothesis was accepted that, there
is a significant difference in Kiswahili performance between these two types of schools in Central division.

According to Table 4, Mathematics performance in public schools shows a sharp decrease in performance with a mean score of 54.37% in 1997 and decreasing further to 49.22% in 2001 with the exception of 1999 when the average was 53.5%. In private schools, the performance was at the highest in 1997 with mean score of 74.55%. According to table, 5(a) the performance dropped to 72.19% in 1998 and increased to 73.69% in 1999. There was a marginal drop to 71.08% in 2000 before settling at 73.75% in 2001. In testing of the significant difference in mathematics performance between public and private schools, the calculated t-value was 18.43 while the critical t-value at 0.05 level of significance with 8df was 2.31. Therefore, H1 was rejected and the alternative hypothesis was accepted that there was a significant difference in mathematics performance between public and private primary schools in Central division.

In Science and Agriculture, the performance in public schools according to Table 4 show a general decrease over the years with 1997 mean score being 54.48% which decreased further to 54.05% in 1998. There was a marginal increase in performance in 1999 with a mean score of 54.45% which later dropped to 51.02%, 50.16% in 2000 and 2001 respectively. According to Table 5(a), the performance in private schools shows a gradual increase with 1997 having a mean of 66.60%, increasing to 69.68% in 1998 and 69.95% in 1999. There was a sharp
decline in performance in 2000 with a mean of 64.41%, which improved later to 71.11% in 2001. Furthermore, on testing of the significant difference in science and agriculture performance in public and private primary schools, the calculated t-value was 11.39 while the critical t-value at 8df and 0.05 significance level is 2.31. Thus, H1 was rejected and the alternative hypothesis was accepted that, there was a significant difference in science and agriculture performance between public and private primary schools in Central division.

The performance of Geography, History and Civics (GHC) in public schools shows a mixed reaction; according to table 4 in 1997, the mean score was 52.52%, which decreased to 51.44% in 1998. It improved further to 53.13% in 1999 and further declined to 51.42%, 49.58% in 2000 and 2001 respectively. Moreover, according to Table 5(a), performance of these subjects in private schools shows a similar trend of improvement and decline. In 1997, the mean score was 72.80% that decreased to 70.31% in 1998, improved a little to 71.00% in 1999 before falling again to 69.90% in 2000 and then rose marginally to 70.41% in 2001. On testing whether there is any significant difference using t-test, the calculated value was 22.73, while the critical t-value at 0.05 significant level at 8df is 2.31. Thus, the alternative hypothesis that there is a significant difference in GHC performance between public and private primary schools in Central division was accepted while H1 is rejected.
The analysis of Art, Craft and Music together with Home Science and Business Education was considered up to 2000. They were phased out in a move to improve the 8-4-4 system after a public outcry over the number of subjects sat for in KCPE. Over the years Art, Craft and Music (ACM) mean performance in public schools was not consistent. In 1997, the mean score was 52.08%, which decreased to 51.21% in 1998. The performance improved slightly to 51.22% in 1999 and later dropped to 50.25% in 2000. In private schools according to Table 5(a), the mean score was 71.74% in 1997, and then improved steadily to 73% in 1998. The performance dropped to 72.26%, 70.46% in 1999 and the year 2000 respectively. The calculated t-value was 29.06. The critical value is 2.31 at 0.05 level of significance and 6df. Therefore, the alternative hypothesis that there is a significant difference in Art, Craft and Music performance between public and private primary schools in Central division was accepted while HI was rejected in reference to ACM.

The performance in Home science, Business Education (HBE) as summarised in table 4 in 1997 had a mean score of 54.178%. This mean score dropped further to 53.93% in 1998 before improving slightly to 54.21% in 1999. It further nose-dived to 53.26% in the year 2000. According to Table 5(a), the performance in these subjects in private schools decreased steadily from 70.43%, 69.41%, 68.77% in 1997, 1998 and 1999 respectively, before rising again to 70.43% in the year 2000. The calculated t-value was 31.00 while the critical value at 6df and 0.05 level of significance was 2.31. Thus, the alternative hypothesis that there is a
significant difference in the Home science and Business Education performance between public and private primary schools in Central division was accepted and H1 was rejected in reference to HBE.

On average, the total marks in public schools have been decreasing over the years. In 1997, the mean was 369.45, which decreased to 365.07 in 1998. There was a slight improvement in 1999 with a mean score of 368.72 followed by a sharp decline to 357.51, 342.38 in 2000 and 2001 respectively after converting the 2001 results to 700-mark scale like the other years. Moreover, in private schools, there was a general improvement over the years from 1997 with a mean score of 493.81. The mean scores increased further to 491.13, 501.49, 500.017 and 510.77 over 1998, 1999, 2000 and 2001 respectively. In testing of the significant difference in KCPE performance over the years, the calculated t-value was 23.9496. The critical t-value at 8df and 0.05 significant level was 2.31. Thus, we accept the alternative hypothesis that there is a significant difference in KCPE performance between private and public primary school in Central division and reject H1 in reference to overall KCPE performance.

Table 4: Public Schools mean score Performance Between 1997-2001

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>50.73</td>
<td>52.18</td>
<td>54.37</td>
<td>53.48</td>
<td>52.57</td>
<td>52.08</td>
<td>54.18</td>
<td>369.46</td>
</tr>
<tr>
<td>1998</td>
<td>50.88</td>
<td>51.29</td>
<td>53.34</td>
<td>53.05</td>
<td>51.44</td>
<td>51.22</td>
<td>53.93</td>
<td>365.09</td>
</tr>
<tr>
<td>1999</td>
<td>50.15</td>
<td>52.24</td>
<td>53.49</td>
<td>53.45</td>
<td>53.13</td>
<td>52.22</td>
<td>54.21</td>
<td>368.72</td>
</tr>
<tr>
<td>2000</td>
<td>49.55</td>
<td>50.07</td>
<td>51.27</td>
<td>51.01</td>
<td>51.42</td>
<td>50.25</td>
<td>53.26</td>
<td>357.51</td>
</tr>
<tr>
<td>2001</td>
<td>47.45</td>
<td>48.49</td>
<td>49.22</td>
<td>50.16</td>
<td>49.58</td>
<td>-</td>
<td>-</td>
<td>244.51</td>
</tr>
</tbody>
</table>

*342.39
Table 5(a): Private Schools mean score Performance Between 1997-2001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>74.32</td>
<td>63.02</td>
<td>74.55</td>
<td>66.60</td>
<td>72.80</td>
<td>71.74</td>
<td>70.71</td>
<td>493.81</td>
</tr>
<tr>
<td>1998</td>
<td>72.63</td>
<td>68.77</td>
<td>72.19</td>
<td>69.68</td>
<td>70.31</td>
<td>73.00</td>
<td>69.41</td>
<td>496.13</td>
</tr>
<tr>
<td>1999</td>
<td>77.92</td>
<td>70.15</td>
<td>73.69</td>
<td>69.95</td>
<td>71.00</td>
<td>72.26</td>
<td>68.77</td>
<td>501.49</td>
</tr>
<tr>
<td>2000</td>
<td>72.74</td>
<td>71.58</td>
<td>71.05</td>
<td>64.41</td>
<td>69.90</td>
<td>70.46</td>
<td>70.43</td>
<td>500.02</td>
</tr>
<tr>
<td>2001</td>
<td>77.93</td>
<td>71.65</td>
<td>73.75</td>
<td>71.11</td>
<td>70.41</td>
<td>-</td>
<td>-</td>
<td>365.83</td>
</tr>
</tbody>
</table>

Table 5 (b): T-test analysis of mean performance score for public verses private Schools - 1997-2001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>0.766</td>
<td>0.374</td>
<td>0.623</td>
<td>0.427</td>
<td>0.643</td>
<td>0.633</td>
<td>0.528</td>
<td>0.574</td>
</tr>
<tr>
<td>1998</td>
<td>0.857</td>
<td>0.580</td>
<td>0.598</td>
<td>0.540</td>
<td>0.618</td>
<td>0.699</td>
<td>0.501</td>
<td>0.607</td>
</tr>
<tr>
<td>1999</td>
<td>0.823</td>
<td>0.484</td>
<td>0.632</td>
<td>0.534</td>
<td>0.574</td>
<td>0.551</td>
<td>0.472</td>
<td>0.608</td>
</tr>
<tr>
<td>2000</td>
<td>0.785</td>
<td>0.703</td>
<td>0.644</td>
<td>0.456</td>
<td>0.607</td>
<td>0.667</td>
<td>0.553</td>
<td>0.647</td>
</tr>
<tr>
<td>2001</td>
<td>1.028</td>
<td>0.765</td>
<td>0.761</td>
<td>0.687</td>
<td>0.688</td>
<td>-</td>
<td>-</td>
<td>0.791</td>
</tr>
</tbody>
</table>


When individual mean scores subject performance are analysed in every year the calculated t-values are very small as indicated by table 5(b) above. Using 16df and 0.05 significance level the critical value was 2.120. Therefore, the alternative hypothesis was accepted that, there was a significant difference in individual subject mean score performance of KCPE subjects in the years under study between public and private primary schools in Central division, thus, rejecting H1 in reference to individual subject performance.
4.2 OUT-OF-SCHOOL FACTORS INFLUENCING KCPE PERFORMANCE

4.2.1 Role played by Parents in improving KCPE performance

The hypothesis to be verified here was that, "there was no significant difference in providing material support among the parents of children in private and public primary schools that may affect KCPE performance in Central division" (H2).

There are multiple hypotheses emanating from H2 in relation to material support by parents, which will be verified in this section. The questionnaires (See Appendix I) the parents filled had 12 questions. Questions 3, 4, 5, 7, 8 and 11 sought information on the material support provided by parents. Questions 4(iii), 5(b), 8(b) and 11(b) were open-ended questions that sought the opinion of parents on other materials they provided to their children.

Table 6: Number of Parents who assist their Children in Doing Homework

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Assist</td>
<td>39</td>
<td>95.12</td>
</tr>
<tr>
<td>Do not assist</td>
<td>2</td>
<td>4.87</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>99.99</td>
</tr>
</tbody>
</table>

Source: Interview

Parents were asked to indicate whether they assist their children in doing homework. Table 6 shows that 95.12% of parents in public schools assisted their children in doing homework. Only 4.87% of the parents in this group do not assist their children. In private schools 95.65% also assist their children apart from only one (4.34%) who do not assist. When the assistance provided by these parents was tested for any significant difference, the calculated t-value was
0(zero). The critical value at 2df using 0.05 level of significance is 4.30. Thus, we accept the null hypothesis H2 that there is no significant difference in parental assistance provided to children in both public and private primary schools in Central division.

Conducive atmosphere at home is important as pupils have enough time to complete their home work and for further learning. Table seven shows that all the parents provide their children with conducive atmosphere at home for further learning. In public schools 31% provide their children with private room, 19.5% do switch off the radio and Television while 48% provide other necessary materials like chairs and tables. In private schools, 17.39% provide private rooms, 43.47% switch off the radio and Television while 39.13% do provide other materials like necessary furniture and enough time to their pupils.

Table 7: Provision of Conducive Atmosphere at Home

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Private room</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Switching off radio and Television</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Others</td>
<td>20</td>
<td>48</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

In testing of any significance difference in providing conducive atmosphere between public and private schools parents, the calculated t-value was 0.04329. The critical value at 0.05 level using 4df is 2.78. Therefore, H2 with reference to conducive atmosphere was rejected and accept the alternative hypothesis that there is a significant difference in providing conducive atmosphere at home between public and private primary schools parents in Central division.
Table 8: The Mode of Lighting at Homes

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Paraffin</td>
<td>37</td>
<td>90.24</td>
</tr>
<tr>
<td>Electricity</td>
<td>4</td>
<td>9.75</td>
</tr>
<tr>
<td>Gas</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

Lighting is important as it increases the time pupils will engage in further learning and completing of homework. According to Table 8, paraffin is the most commonly used with 90.24% in public schools parents' homes and 60.86% with parents of private schools, electricity accounts for 9.75% in homes of parents of private schools. In investigating whether children have a lamp specifically for their study, Table 9 shows that 65.21% have while 34% do not have them. This high percentage is because most of those homes have electricity.

Table 9: Provision of Lamp for Children's Study

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Provide</td>
<td>33</td>
<td>89.18</td>
</tr>
<tr>
<td>Do not provide</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>99.26</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

The total number of parents from public schools is less because four had said they use electricity. In testing of significance difference in providing of lamps, the calculated t-value was 0.0005916 while the critical value at 0.05 level of significance and 2df is 4.80. Thus, H2 is rejected and we accept the alternative hypothesis that there is a significant difference in providing lamps for children's study. Parents from private schools agreed that they did provide lamps and
paraffin together with bulbs for those with electricity for their children to complete their homework. In homes of public schools, parents 87.80% do provide while 12.19% do not provide. This is summarized in Table 10 below.

Table 10: Parents who Ensure Lamps, Paraffin, and Bulbs are Available for Children’s Study.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Provide</td>
<td>36</td>
<td>87.80</td>
<td>23</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Do not provide</td>
<td>5</td>
<td>12.19</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>99.99</td>
<td>23</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

In testing of the significance difference in ensuring availability of paraffin, lamps and bulbs, the calculated t-value is 0.00007977. Using 0.05 level of significance and 2df the critical value is 4.30. Therefore, H2 was rejected with reference to ensuring paraffin, lamps and bulbs and we accept the alternative hypothesis that there is a significant difference in ensuring the availability of paraffin, lamps and bulbs by parents of public and private primary schools in Central division.

Questions 7(a) and 7(b) were concerned with the availability of textbooks. In Table 11, 87.80% in public schools agreed that they buy textbooks for their children. Only 12.19% do not buy textbooks in public schools. In private schools, 95.65% do buy books for their children and only 4.34% do not provide books. In testing of the significant difference in buying of textbooks between parents of public and private schools, the calculated t-value is 0.5689. Using 2df and 0.05 significance level H2 is rejected and we accept the alternative hypothesis that
there is a significant difference in buying of textbooks between parents of public and private primary schools in Central division.

Table 11. Buying of Textbooks by Parents in Public and Private Schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Who buy</td>
<td>36</td>
<td>87.80</td>
<td>22</td>
<td>95.65</td>
</tr>
<tr>
<td>Do not buy</td>
<td>5</td>
<td>12.19</td>
<td>1</td>
<td>4.34</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

A part from textbooks, other materials are provided as 80.48% of public school parents and 91.30% of private school parents provide other learning materials like story books and Newspapers. Only 8.69% in private schools and 19.51% in public schools do not provide as shown in Table 12.

Table 12: Provision of Other Materials for Reading by parents

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Provide</td>
<td>35</td>
<td>80.48</td>
<td>21</td>
<td>91.30</td>
</tr>
<tr>
<td>Do not provide</td>
<td>8</td>
<td>19.51</td>
<td>2</td>
<td>8.69</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

In testing of the significance difference in the provision of other material support, the calculated t-value is 0.5689. Using 0.05 significance level at 2df the critical value was 4.30. Thus, we accept H2 concerning the provision of other reading materials that there was no significant difference in the provision of other reading materials by parents of public and private primary schools in Central division.

Breakfast is very important to pupils as it averts temporary hunger that hinders effective learning. Table 13 shows that 95.12% of the parents from public schools do provide their children with breakfast. Out of the 41 parents only two who do not provide breakfast to their children before going to school. On the other hand,
all the parents in private school agreed that they do provide them with breakfast. In both categories, tea alone and tea with other food were the main foods provided by the parents. In homes of parents from public schools, tea alone accounted for 71.79% while tea with other foods accounted for 28.20%. In homes of parents from private schools, tea alone accounted for 56.52% while tea and other foods accounted for 43.47%.

**Table 13: Number of Parents who Provide Breakfast and Types of Foods**

<table>
<thead>
<tr>
<th>Response</th>
<th>Schools</th>
<th>Public</th>
<th>%</th>
<th>Private</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast provided</td>
<td>Public</td>
<td>38</td>
<td>95.12</td>
<td>Private</td>
<td>23</td>
</tr>
<tr>
<td>Not provided</td>
<td>Public</td>
<td>2</td>
<td>4.87</td>
<td>Private</td>
<td>0</td>
</tr>
<tr>
<td>Tea</td>
<td>Public</td>
<td>28</td>
<td>71.79</td>
<td>Private</td>
<td>13</td>
</tr>
<tr>
<td>Tea and other food</td>
<td>Public</td>
<td>11</td>
<td>28.20</td>
<td>Private</td>
<td>10</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

In testing the significant differences, the calculated t-value was 0.5454. Using 6df and 0.05 level of significance the critical value is 2.45. Thus, H2 is accepted in reference to breakfast provided; that is there is no significant difference in providing breakfast by parents of public and private primary schools in Central division.

Extra time provided to pupils for learning enhances pupils' performance. Parents from both types of schools indicated that they provide extra tuition. Parents from public schools account for 63.41% while those from private account for 78.26%. In both cases, parents pay for the holiday tuition in their schools so that their children can be helped. Some parents from public schools take their children to private schools during the holidays and Saturdays. In both cases parents employ
part-time teachers to prepare their children for KCPE. Evening and morning coaching in both types of schools has been emphasized with the parents paying the token to pay teachers.

4.2.2 Role played by Education officers in improving KCPE performance

The hypothesis H3 states that, "there was no significant difference in the provision of professional support to private and public schools in respect to KCPE performance in Central division" (H3). There are multiple hypotheses that are being derived from H3 that are to be verified in this section. According to the interview conducted (See Appendix v) on the Education Officers (Zonal Inspectors) there is no clearly defined policy that delegates to schools the authority for deciding school schedules, needed equipment and materials, schemes of work and preferred teaching methods. The schools schedules are laid down by the Ministry where by the opening and closing dates of the terms are determined. The lesson time are clearly laid out apart from the allocation of teachers, which is done locally in the schools. In case a public school is to be closed in a particular day, the head teacher has to report and give reasons for the closure. The equipment and materials to be used in the classes in both public and private schools are laid out in the teaching guides, which are published by the Ministry. The teachers are left with little choice of only innovating in case where such materials are not available. The schemes of work are well spelt out in the syllabus to be covered for each class. The teachers in both public and private schools have to follow them together with the teaching methods suited for each
topic as outlined. Nevertheless, the teachers can vary the methods if it is not applicable to his class.

There is no difference in the system of performance standard set for public and private primary schools concerning KCPE performance. The private schools have been performing better than public schools and they have been used in providing competition so that the latter can improve on KCPE performance. As one Zonal Officer put it, "They are now in the process of using a different approach in the classification of best school in the district. But the District Education Officer is against the new motivation strategy and is still requiring the ranking of the schools despite the two categories performing significantly different". This is because there is no difference in communicating the goals of excellence between public and private primary schools in respect to KCPE performance in Central division.

The Education officers inspect all the schools irrespective of whether they are private or public. However, their frequency in inspecting schools is doubtful in that they are engaged in other activities like games, analysing the examination results and other administrative activities such that they may take 2-3 terms before inspecting the schools. As one head teacher in a private school says, "It is only recently that Zonal Inspectors started helping the private schools. They used to harass and intimidate the private school owners especially in the registration of schools as centres of KCPE examinations".
There is no difference in the provision of administrative advice to both public and private schools. The head teachers are advised to attend the primary school management (PRISM) courses but most of those from private schools do not attend. Only those from public schools benefit from such advice. Being profit motivated, they do not send their teachers to in-service courses as they are held in the district. Only public school teacher benefit from such in-service courses geared towards KCPE performance. In many cases, whenever the course is taking more than one day, the private school proprietors cannot allow their teachers to be absent for more than a day.

The provision of materials geared towards good KCPE performance is quite different as public schools are now having donors while in private schools they have to take the whole responsibility of providing all the required materials. Nevertheless, in both cases, the parents are the main contributors as shown in public schools 60% and private schools 78.46% provide the materials required.

Equal support is not provided to both types of schools in order to overcome their weaknesses in KCPE performance. Advice to private schools is either sporadic or non-existent at all. The zonal inspectors cannot change the administrative aspect of private schools as they can do with public schools. This is because it will depend with the owner of the school who is answerable to parents and market forces in case of poor performance in the school. On the other hand, in public
schools, they can transfer the head teacher if the school continues deteriorating in KCPE performance. This change of administrative aspect lacks in private schools, which are answerable to market forces.

There is a difference in evaluation of school heads as managers of institutions. In public schools, the performance of KCPE is one indicator used to choose a head teacher. His capability to run the school is also determined by the individual qualifications, since only those with P1 and above qualified to be head teachers. In contrast, private schools head teachers depend on the directors/managers of the individual schools. Those who are loyal and at time related to the manager are appointed to the posts of head teacher. Despite the minimum qualifications being P1, in some private schools head teachers were not qualified teachers.

4.3. IN-SCHOOL FACTORS ENHANCING KCPE PERFORMANCE

4.3.1 Administrative Aspects

The hypothesis H4 states that, "there was no significant difference in school environment of public and private schools that may affect KCPE performance in Central division" (H4). There are multiple hypotheses to be verified emanating from H4 that will be dwelt with in this section. Head teachers (See Appendix iii) were asked to indicate the number of years they have been in the present position in the current schools. Table 14 shows that six of the head teachers in public schools have had an overall experience in the present position in the school of between one (1) and five (5) years. They are followed closely by three other head teachers who are of less than one (1) year experience in their present position in
the school. Only one of head teacher had an experience of more than 5 years in the present position in the school. In private schools six of the head teachers had an experience of between one to five years in their present position in the school while the remaining two of head teachers had an experience of over five years in their present position in the school and none had stayed for less than one year.

Table 14: Duration Spent in the Present Position in the School by Head teachers

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Between 1-5 years</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

In testing whether there is any significant difference in the duration spent in the present position in the school, the calculated t-value was 0.2934. Using 4df and 0.05 level of significant the critical value is 2.78. Therefore, we accept the alternative hypothesis that there is a significant difference in the duration spent in the present position in the schools by the head teachers thus, rejecting H4 in reference to administrative aspects.

Staff meetings are important in communicating the goals of excellence to the teachers. Head teachers were asked to indicate the number of times they are held per term. Table 15 shows that five of the head teachers in public schools do have staff meetings twice per term. Only one head teacher do hold staff meeting once per term while four do hold it more than twice. In private schools four do hold staff meetings twice per term while the other four do hold staff meetings more
than two times per term. There was no private school, which held staff meeting once per term.

Table 15: Number of Times Staff Meetings are Held Per Term in Schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Once</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Twice</td>
<td>5</td>
<td>50</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>40</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Interview, *March 2002*

In calculating the significant difference, the calculated t-value was 0.0828. The critical t-value at 0.05 level of significance and 4df is 2.78. Therefore, the alternative hypothesis that, there is a significant difference in the number of staff meetings held in public and private schools in Central division was accepted thus rejecting H4 in reference to administrative aspects.

Head teachers were asked to indicate whether they allow teachers to make decisions on how they can improve KCPE performance in their schools. In public schools all the head teachers allow their teachers during staff meetings to make decisions on how to improve the KCPE performance. This is done by allowing positive criticism of each other in free discussions and following up what they agreed in the staff meetings. They further facilitate by providing all the required textbooks and stationeries and financial support where necessary. In addition, they provide consultancy to teachers whenever required together with overall supervision of what they had agreed. In private schools all the head teachers do allow their teachers to make decisions on how to improve the KCPE performance.
They facilitate the implementation of what they agree by using the chairpersons in the subject panels and provide materials and motivation to teachers.

Head teachers were asked to indicate whether they do describe the curriculum goals, hold development conferences and review standard eight performances. In both public and private primary school head teachers agreed that they do describe the curriculum goals that can lead to good performance. All head teachers do frequently visit classrooms and hold development conferences with teachers in order to improve KCPE performance. More over, they enhance it by reviewing standard eight performance frequently in order to improve the final grades as summarized in Table 16 below. When these aspects were tested for any significant difference, the calculated t-value was 0.5689. Using 0.05 significance level and 4df the critical table value was 2.78. Therefore, the null hypothesis H4 was accepted that, there is no significant difference in communicating the goals and classroom behaviours, frequently visiting classrooms and reviewing of standard eight performances frequently in order to improve the final grade.

**Table 16: Describing Goals, Visiting Classrooms and Reviewing of Standard Eight Performance by Head teachers Between Public and Private Schools**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Describe Goals</td>
<td>10</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Visit classrooms</td>
<td>10</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Review performance</td>
<td>10</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

Textbooks are very important in the improvement of performance. Head teachers were asked to indicate whether their schools receive adequate supplies of textbooks. Table 17 shows that one of the public schools receives adequate
supplies of textbooks while the other nine do not. In private school, seven do receive adequate supply and one does not receive.

Table 17: Schools Receiving Adequate Supply of Textbooks

| Schools | Public | | Private | |
|---------|--------|--------|---------|
| Response | F | % | F | % |
| Received adequately | 1 | 10 | 7 | 87.5% |
| Do not receive | 9 | 90 | 1 | 12.5% |

*Source: Interview, March 2002*

Moreover, they were asked to indicate the main suppliers of books. Table 18 shows that the government does not provide any books to both private and public schools. In two of the public schools, do receive books from sponsors while the parents provide in the other eight. The parents in private schools supply all the books. The calculated t-value for schools receiving adequate supply of textbooks is 0.19267. Using 0.05 level of significance and 2df the critical value is 4.30. The alternative hypothesis was accepted that, there is a significant difference in schools receiving adequate supply of textbooks between public and private schools in Central division and reject H4 in relation to the administrative aspects.

Table 18: Suppliers of Books in public and private schools

| Schools | Public | | Private | |
|---------|--------|--------|---------|
| Provider | F | % | F | % |
| Government | 0 | 0 | 0 | 0 |
| Sponsor | 2 | 20 | 0 | 0 |
| Parents | 8 | 80 | 8 | 100 |

*Source: Interview, March 2002*

When suppliers of books were tested for any significant difference the calculated t-value was 0.0548. Using 0.05 level of significance and 4df the critical value is 2.78. Therefore, the alternative hypothesis that there is a significant difference in
the provision of books between public and private schools in Central division is accepted and H4 was rejected in relation to the administrative aspects.

Libraries are important sources of information to both teachers and pupils for effective performance in KCPE. Head teachers were asked to indicate whether their schools have a library that are well equipped with books required by the standard eight pupils. Table 19 shows that two of the public schools have a library while eight do not have. In private schools only, three do not have a library while five do have. For those public schools with a library, two agreed that they do not have all the books required by the standard eight pupils for their reading.

**Table 19: Schools with a Library**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Do have</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Do not have</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

In private schools out of the five schools, three do have books required but two do not have them for their standard eight pupils for reading. They were asked to indicate whether their schools hold productive public events. These help in raising the moral of the pupils by recognising those who perform well in KCPE. Table 20 shows that seven of the public schools do hold frequent and productive public events, which can foster KCPE performance and three do not have such events. In private schools, seven do have and only one agreed that they do not hold such public events.
Table 20: Schools that Hold Productive Public Events

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F % %</td>
<td>F % %</td>
</tr>
<tr>
<td>Do hold</td>
<td>7 70</td>
<td>7 87.5</td>
</tr>
<tr>
<td>Do not hold</td>
<td>3 30</td>
<td>1 12.5</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

In public schools, these events involved parent meetings, which discuss ways to improve performance, prize-giving days, class parent meetings and parents Annual General Meetings. In private schools, they involved parents’ days, inviting professional guest speakers and inviting distinguished secondary schools to talk to the pupils on how they can improve their performance.

Accessibility by parents, teachers and pupils is important in the improvement of student achievements. Head teachers in both types of schools are accessible by teachers, parents and pupils any time they want to see them. In private schools, they emphasized that they are always available especially during break times and they leave the school very late. All of public school head teachers and all of private school head teachers attend assemblies frequently. In both cases, they do communicate the expectations of academic excellence to the whole school. Head teachers were asked to indicate whether the recent academic record compares favourably with the national average. Table 21 shows that the recent academic record in KCPE in four of the public schools does not favourably compare with the national average while six do. In private schools, one does not compare favourably with the national average while seven schools do compare favourably.
was sited by nine of head teachers in public schools while in private only three identified it as a major problem. Uncooperative parents were sited in three public schools while two private identified it as a major problem. This problem hinders the improvement in that the head teachers are left to do much of the work where parents could have assisted either by buying books and other materials required by the pupils. Thus, the home provides competition rather than cooperation with the school.

Transfer of teachers was a major problem in public schools where by five of the head teachers identified it as a major problem. Some teachers are known to have stayed in the school for less than two terms. This is accompanied by low teacher morale identified by seven in public schools compared to private where the transfer of teacher was identified as a problem by two of head teachers. Three head teachers in private schools sited low teachers morale. Low teacher salaries in both public and private schools, which further lowers their expectations and self-esteem, aggravate this problem further.

Three head teachers in public schools and one in private schools identified political interference. In public schools, those head teachers who are known to have mismanaged other public schools are always rejected by parents in others schools they are transferred to. In case a head teacher manages to settle down, external political influences cannot allow them to make decisions in their schools regarding finances and KCPE performance without consulting these politicians.
This had major impact on many public schools in this division. In private schools, there are external political forces geared towards the destruction of the school in case it has a good reputation. Some private schools are propagating propaganda against each other in order to capture some pupils from those schools.

Lastly, two head teachers in public schools lack administrative support. In case of some problems, the zonal officers do not help them. In some cases, they do not inspect the schools because they are engaged in other administrative activities like zonal games leaving little assistance to school. Head teachers in private schools did not identify this problem. This is because their management is decentralized in the school. Therefore, they are able to solve their own problems internally while in the former management is centralized.

Table 22: Problems Identified by Head teachers

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Lack of books</td>
<td>9</td>
<td>90</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Unco-operative parents</td>
<td>3</td>
<td>30</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Transfer of teachers</td>
<td>5</td>
<td>50</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Political interference</td>
<td>3</td>
<td>30</td>
<td>1</td>
<td>12.6</td>
</tr>
<tr>
<td>Lack of administration support</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Low teacher morale</td>
<td>6</td>
<td>70</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

4.4.2 Teaching Aspect

Teachers (See Appendix ii) were asked to indicate the number of years they have been teaching in their present schools. The teaching experience of teachers is related to the performance of the pupils. Table 23 shows that 46.8% of teachers in public schools had overall teaching experience for a period of more than ten
years. They are followed closely by 25% other teachers of between one to five years. The other teachers (21.8%) had a teaching experience of between 5 to 10 years. As a whole 93.75% of the teachers had an overall teaching experience of over one year in their present school. In private schools, 65% of the teachers had a teaching experience of between one year and five years. Those of between five to ten years accounting for 15.625% followed it. Only 9.37% had an experience of more than ten years. The remaining 9.37% had an experience of less than one year.

Table 23: Categorization of Teachers by Their Teaching Experience in the Present School.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td>6.25</td>
<td>3</td>
<td>9.375</td>
</tr>
<tr>
<td>Between 1-5 years</td>
<td>8</td>
<td>25</td>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td>Between 6-10 years</td>
<td>7</td>
<td>21.8</td>
<td>5</td>
<td>15.625</td>
</tr>
<tr>
<td>Over 11 years</td>
<td>15</td>
<td>46.8</td>
<td>3</td>
<td>9.37</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

The calculated t-value was zero (0) and the critical t-value at 6 df at 0.05 level of significance was 2.36. Therefore, the alternative hypothesis that, there was a significant difference in duration spent in the present schools by teachers was accepted and H4 was rejected in respect to teaching aspects. This indicates that most of the teachers in the sample schools had a reasonable number of years of exposure to their school environment.

The mastery of subject matter has a strong positive effect on pupils’ performance. Therefore, teachers were asked to indicate their academic qualifications. The data
summarized in table 24 indicate that the teachers had varied academic/professional qualifications. In public schools 71.8% were holders of P1, followed by 12.5% had S1 while 12.5% others had ATS II, and 3.12% had P2 certificates. In private schools 76.875% were holders of P1 followed by 15.625% who had KCSE certificate and one-degree holder. The holders of P2 and S1 were two in each group. This shows that majority of the teachers in public schools are both professionally qualified and are of high academic standards. The calculated t value was zero (0) and the critical t-value at 6 df and 0.05 significance level was 2.447. Therefore, the alternative hypothesis was accepted that, there was a significant difference in teachers’ qualification between public and private schools and H4 was rejected in respect to teaching aspects.

Table 24: Teachers Qualifications

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>P1</td>
<td>23</td>
<td>71.8</td>
</tr>
<tr>
<td>P2</td>
<td>1</td>
<td>3.12</td>
</tr>
<tr>
<td>S1</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

They were asked to indicate whether they stay in the school the whole day and teach. In private schools 96.875% indicated that they stay in the school most of the time and teach. Only 3.125% indicated that they do not stay in the school. On the other hand, in public schools, 90.62% do stay in the school the whole day and teach most of the time and 9.37% indicated that they do not stay in the school most of the time.
Mastery of the learning materials and teaching ideas is crucial to pupils’ achievements. Therefore, teachers were asked to indicate whether they are conversant with the learning materials, teaching ideas and set high standard as they prepare standard eight for KCPE. Moreover, 84.37% in public schools are conversant with the learning materials and teaching ideas as they prepare the standard eight classes for KCPE. However, 15.62% noted that they are not conversant with the learning materials. In private schools, 96.875% of the teachers are conversant with the learning materials and teaching ideas as they prepare class, eight for KCPE and 3.125% are not conversant with these ideas. In addition, 100% of teachers accepted that they set high standards of work for class eight in their preparation for KCPE examinations. On the other hand, in private schools 93.75% do set high standards of work while 6.25% do not.

Teachers were also asked to indicate their expectations of the current standard eight. High expectations by teachers enables the pupils to set high standards in order to improve on KCPE performance. Table 25 indicates that 68.75% of teachers’ expectations of current academic standard of standard eight pupils are moderate while 31.25% expectation was high. In private schools, 90.625% of teachers’ expectation of the current standard eight performances was high while 9.375% expectations were moderate. In testing of the significant difference in teachers’ expectation the calculated t-value is zero(0) and the critical t-value at 4df at 0.05 level of significance is 2.78. The alternative hypothesis that there was
a significant difference in the expectations of teachers with the current standard eight classes was accepted and H4 was rejected in respect to teaching aspects.

Table 25: Teachers expectations of Current Standard Eight

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>10</td>
<td>31.25</td>
</tr>
<tr>
<td>Moderate</td>
<td>22</td>
<td>68.75</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

All the teachers in private schools do share ideas on how to improve KCPE performance with other teachers. They emphasize voluntary sacrifice in order to excel, together with individual teaching and constant evaluation. They encourage proper coverage of the syllabus, understanding individual children and their abilities, cooperation among teachers, pupils and parents. Other ideas shared involve guidance on answering questions, setting high standards, giving enough homework and exercises and encouraging pupils to work in groups. Revision of work done and following of pupils’ progress are also encouraged. All the teachers indicated that they cooperate with other teachers in planning school activities geared towards KCPE performance support this.

In public schools, all the teachers do share ideas on how to improve KCPE performance. Such aspects like coverage of syllabus adequately, discipline and cooperation with other teachers, marking pupils work, training pupils to be self-reliant and knowing the problems being faced by pupils were emphasized. Moreover, increase of teacher/pupil contact time, preparation and designing of teaching materials, cooperation through subject panels and analysis of the pupils
to sort out weaknesses were all encouraged. This is supported by all of the teachers who indicated that they co-operate in planning school activities geared towards KCPE improvement.

Teachers were asked to indicate whether they prepare schemes of work and are able to explain what they teach in terms of these schemes. This is because they show the mastery of the content they are going to teach. Table 26 shows that 93.75% of the teachers in public schools do prepare schemes of work. Only 6.25% do not prepare as required by the teaching profession. In private schools, 87.50% of the teachers do prepare them while 12.50% do not. In public schools, all are able to explain what they teach in terms of these schemes. In contrast, 89.28% in private schools are able to explain while 3.57% was not able to explain what they teach in term of these schemes.

Table 26: Teachers who Prepare of Schemes of Work

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Prepare</td>
<td>30</td>
<td>93.75</td>
<td>28</td>
<td>87.50</td>
</tr>
<tr>
<td>Do not prepare</td>
<td>2</td>
<td>6.25</td>
<td>4</td>
<td>12.50</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

When tested for significant difference the calculated t-value was 0 (zero). Using 0.05 level of significance at 2df the critical value was 4.30. Therefore, we accept the alternative hypothesis that there is a significant difference in preparation of schemes of work between teachers in public and private schools in Central division, thus, rejecting H4 in relation to the teaching aspects. Moreover, 84.37% in public schools prepare learning resources on regular basis as identified in the
schemes of work. Nevertheless, 16.62% do not prepare them. Among the materials prepared are cut out stories from magazines, use of real objects, models, photographs and experiments. The researcher also observed these materials when he visited the standard eight classes for observation. In private schools 84.375% of the teachers prepare learning resources and 15.625% do not prepare them. Among the materials prepared are maps, charts, and real objects, drawings, which were also observed in the standard eight classes.

Whenever pupils’ work is marked and returned to them immediately they are able to make corrections within the shortest time possible and continue with further learning. Table 27 shows that 90.625% of the teachers correct and return pupils assignments in public schools and 9.375% do not. In private schools, 93.75% do correct and return them quickly and 6.25% do not.

Table 27: Teachers who correct and Return Pupils Assignments

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Correct and return</td>
<td>29</td>
<td>90.625</td>
<td>30</td>
<td>93.75</td>
</tr>
<tr>
<td>Do not correct</td>
<td>3</td>
<td>9.375</td>
<td>2</td>
<td>6.25</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

On testing how long they do take generally, table 28 indicates that in public schools 78.125% take less than one week, 39.375% take less than two weeks while 3.125% take less than three weeks. In private schools, 100% take less than one week in marking and returning pupils assignment. When tested for significant difference the calculated t-value was 0.02736. Using 0.05 level of significance at
df, the critical value is 2.78. Thus, H4 was accepted that there is no significant difference in the duration taken in returning pupils marked work.

Table 28: Time Taken to Return Pupils Marked Work

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 week</td>
<td>25</td>
<td>78.125</td>
</tr>
<tr>
<td>1-2 weeks</td>
<td>1</td>
<td>3.125</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

Use of attendance records and test results help the teachers to diagnose any problem that may be affecting the pupils. Hundred percent of public and private school teachers agreed that they use test results, grade reports and attendance records to spot and respond to potential problems that may affect KCPE performance. In public schools, 93.75% have individual student records while 6.25% do not have and in private schools, 3.125% do not.

All the teachers in public schools provide extra time for pupils who want or need it in hope of improving their KCPE performance. In private schools, 96.875% provide extra time to pupils who need it and 3.125% of the teachers do not provide it. In both types of schools, they provide it during weekends and holidays, during morning, lunch and evening and others after every test and end of the term. In case a teacher is absent from school 96.875% agreed that they do compensate for the lost time and 3.125% do not provide it in public schools. In private schools all teachers agreed that they do compensate for the lost time. They are able to cover all the work in the stipulated time by wasting less class time.
Teaching methods are important in determining the performance of pupils. Teachers were asked to rank the methods they use for teaching. Table 29 indicates that in public schools the explaining approach was chosen by 75% of the teachers among the very frequently used teaching techniques. Its closest rival was class discussion in position two with 56.25%, followed by individual discussion in position 3 with 65.62% and lastly by cross age tutoring (71.875%) in the fourth position. In private schools explaining was ranked the first with 59.37% followed closely by class discussion with 53.125% while individual discussion 50% and cross age tutoring 71.875% took third and fourth positions respectively as the least preferred methods of teaching.

Table 29: Techniques Preferred by Teacher in Teaching

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Individual discussion</td>
<td>(0)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>12.75</td>
</tr>
<tr>
<td>Class discussion</td>
<td>(8)</td>
<td>(18)</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>56.25</td>
</tr>
<tr>
<td>Explaining</td>
<td>(24)</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>18.75</td>
</tr>
<tr>
<td>Cross-age tutoring</td>
<td>(0)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

As a whole, on this subject, it is seen that the student population are large, more than 25 students per class and that is why explaining is preferred by most teachers. This approach dominated the other teaching methods in the sampled schools. The other approaches like individual discussions and cross age tutoring, are almost non-existent in the schools sampled.
4.3.3 Learning Process (aspects of Learners)

In the learning process, (See Appendix iv), the attitude of pupils was investigated by knowing whether the pupils like their current school. In public schools, 96.77% of the pupils accepted that they like their current school while 3.33% agreed that they do not like it. In private schools, 96.92% do like it while 3.07% do not like their current schools. This indicates that they accept their school environment, are therefore not anxious, and are ready to work by accepting their environmental conditions.

Pupils were asked to indicate the schools they would join in the following year. Table 30 shows that 44.086% of the pupils in public schools expect to join a national school followed by 45.16% a provincial school while 10.75% a district school in the following year. In private schools, 86.15% hope to join national school while 13.84% a provincial school. This can be interpreted that there is high expectations by pupils in private schools while in public they do not set very high expectations in pupils performance as reflected by the schools they will join in the following year. The calculated t-value is 0.4603. Using 0.05 level of significance at 4df, the critical t-value is 2.78. Therefore, the alternative hypothesis was accepted that there was a significant difference in pupil expectations in KCPE performance between public and private schools in Central division, thus, rejecting H4 in relation to the learning process.
Table: 30 Types of Schools pupils were expected to join in the Following Year

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>National</td>
<td>41</td>
<td>44.08%</td>
</tr>
<tr>
<td>Provincial</td>
<td>42</td>
<td>45.16%</td>
</tr>
<tr>
<td>District</td>
<td>10</td>
<td>10.75%</td>
</tr>
</tbody>
</table>

*Source: Interview*

In public schools, 93.548% of the pupils accepted that they are given enough time to do their homework. Only 6.461% said that they are not given enough time. In private schools, 96.92% also agree that they are given enough time while 3.07% are not given. This shows that the parents are supporting their children by providing conducive atmosphere at home. But they are given other duties to perform like fetching firewood, water, grazing, performing kitchen work and farming, which despite the parents giving them enough time they are distracted by these activities which may affect their performance. Some of the time they are supposed to be studying is taken over by this chaos, which leaves them tired and unable to continue with their studying.

As seen earlier textbooks are very important in the improvement of performance. Pupils were supposed to indicate whether they are provided with enough textbooks. Table 31 shows that 37.63% of the pupils in public schools have all the textbooks for their subjects while 62.36% do not have them. In private schools, 72.38% do have all the textbooks required but 27.69% do not have them.
Table 31: Pupils Provided with Enough Textbooks

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Have Textbooks</td>
<td>35</td>
<td>37.63</td>
<td>47</td>
<td>72.38</td>
</tr>
<tr>
<td>Do Have Textbooks</td>
<td>58</td>
<td>68.36</td>
<td>18</td>
<td>27.69</td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

As discussed earlier, parents provide these books as 60.21% of the pupils responded in public schools and 36.55% get the books from the schools. In addition, the schools get funds to purchase these books from the parents. Only 3.22% of pupils said that they get them from other sources. In private schools, the parents are the main suppliers of textbooks as responded by 75.46% of pupils while 15.38% get them from the school. Thus, there is a similarity in providing of textbooks in both public and private schools. When t-value was calculated it was 0.4603. Using 0.05 level of significance at 4df, the critical t-value was 2.78. Therefore, we accept the null hypothesis H4 that there is no significant difference in providing textbooks in public and private schools in Central division in respect to learning process. In addition, 96.77% of pupils in public schools read other books apart from those of their subjects. Only 3.325% accepted that they do not read them. In contrast, in private schools 98.46% do read them apart from 1.53% who does not.

As seen with the textbooks, parents also provide writing materials as 95.69% of the pupils responded and the school provides 4.31% in public schools. In private schools, the school provides 84.61%. In such cases, the parents have paid to the school the money to purchase such stationeries. Moreover, 86.15% pupils...
accepted they are provided with enough materials except 13.84% who do not in private schools; consequently, in public schools 68.81% pupils do receive enough materials while 31.18% do not get enough.

The question on whether parents assist their children in doing homework was intended to verify the response given by the parents. In public school 65.59% of the pupils agreed that their parents support them while 34.4% do not assist. In private schools, 67.69% of the pupils are assisted while 32.30% are not assisted. From this information, it can be interpreted that parents provide partial assistance to their children in doing homework compared to their earlier response, which had showed that they provide over 90% of the assistance. In the schools, 83.07% of the pupils in private schools show that all their home works are marked frequently and returned by their teachers, while 16.92% indicate that they are not returned and marked frequently. In public schools, 79.56% of pupils work is marked and returned frequently while 20.43% do not get their works marked and returned frequently. In private schools 84.07% accepted, that their homework was marked and returned frequently while 16.92% pupils assignment are not returned frequently. This question was intended to verify the teachers' question on correcting and returning pupils assignment. Despite teachers responses being over 90% that they return and mark students assignments quickly this aspect shows that the pupils responses dispute that claim. On doing of the corrections by the pupils 83.87% in public schools agreed that they do them while 16.12% do not do them. In private schools, 90.76% do the corrections while 9.23% do not do.
Guidance on studying habits can lead to good achievements in KCPE. This is possible where the pupils are ready to be guided and follow the advice given.

In private schools, 98.46% are provided with guidance on studying habits that can lead to good KCPE performance while 1.53% said that they do not get such advice. In public schools, 93.54% do receive such guidance while 6.45% said they do not receive. In tackling of their problems Table 32, indicate that 37.63% use group work, 6.45% struggle individually while 55.92% ask their teachers for assistance. Moreover, in private schools 29.23% solve them through group work, 9.23% struggle individually while 61.53% ask their teachers.

Table 32: Solving of Problems by Pupils

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>F=35</td>
<td>%37.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggle individually</td>
<td>F=6</td>
<td>%6.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask the teacher</td>
<td>F=52</td>
<td>%55.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Interview, March 2002

The calculated t-value is 0.5606. Using 0.05 level of significance and 4df the critical value is 2.78. Thus, we accept the null hypothesis H4 that there is no significant difference in solving of problems by pupils in public and private schools in Central division.

Lastly, pupils were asked to indicate their greatest problems in school. These can have great effects on their overall performance in KCPE. Table 33 shows that the greatest problem facing pupils in public schools is building fund (51.61%), Examination fund (24.73%) and family problems was ticked by 23.65% of the
pupils as a major problem. In private schools, building fund was sited by 30.76%, examination funds by 24.61% and family problems were sited by 13.84%. Other problems other than the three sited above were mentioned by 30.76%.

**Table 33: Greatest Problems Faced by Pupils**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Building Fund</td>
<td>48</td>
<td>51.6</td>
<td>20</td>
<td>30.76</td>
</tr>
<tr>
<td>Examination Fund</td>
<td>23</td>
<td>24.7</td>
<td>16</td>
<td>24.61</td>
</tr>
<tr>
<td>Family problems</td>
<td>22</td>
<td>23.6</td>
<td>9</td>
<td>13.84</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>30.76</td>
</tr>
</tbody>
</table>

*Source: Interview, March 2002*

These problems involved medical problems, funerals, forced out by school fees, which lead to 38.46% being absent in private schools while 77.41% in public schools. When tested for significance difference the greatest problems faced by pupils the calculated t-value was 2.272. Using 0.05 level of significance at 6df, the critical value is 2.45. Therefore, we accept the null hypothesis H4 that, there is no significant difference in the problems being faced by pupils in public and private schools in Central division.

### 4.3.4 Availability of Facilities

In both public and private schools, the teachers showed the researcher the teachers’ guide. Mostly, sciences, languages and mathematics guides were the most prevalent.

The researcher observed that most of the classes were accommodating pupils comfortably and in most schools the pupils were less than 40 per class. They
were seated comfortably one per desk and all the classes had useable blackboards. Other teaching materials like charts were also available.

Other facilities available in the school are as outlined by Table 34 below. Latrines were 284 in all public schools with an average of 28.4 latrines per school. This indicates that pupils were not wasting a lot of time when going for short calls. In most cases, there were urinals that could accommodate more than twenty boys at a go. In private schools, there were 115 with an average of 14 latrines per school. However, in one school visited, only five latrines were observed. This has implication that pupils do waste a lot of time when going for short calls.

Water points were very few with an average of one water point in all schools observed. Thus during hot season, pupils are not easily served by the single water point thus wasting a lot of time queuing for water.

Playing fields were mostly available in public schools and only three private schools visited had good fields. Most of the private schools were found in areas where land is scarce even if it is found in rural areas.

All the private schools lacked workshops. Those available were in public schools and most of them were not equipped at all. Most of them had rooms that were either used for other purposes like halls.
Only two schools, Kiranja, which is a public school and Effort Junior a private school, had equipped libraries. Kenya Wildlife Services equipped Kiranja's library and in Effort Junior the proprietor did it. Most of the other schools had small rooms with very few books, most of which could not be used by the current pupils. Some of them were used during the old system of education which has been phased out.

Table 34: Facilities Available in Public and Private Schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th></th>
<th></th>
<th></th>
<th>Private</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>F</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>F</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Latrines</td>
<td>284</td>
<td></td>
<td></td>
<td></td>
<td>115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water points</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>15</td>
<td></td>
<td>✔</td>
<td>0</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td>1</td>
<td>✔</td>
<td></td>
<td></td>
<td>1</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Playing fields</td>
<td>27</td>
<td>✔</td>
<td></td>
<td></td>
<td>7</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Key:  
A – Well equipped  
B – Partially equipped  
C – Not equipped  

Source: Interview, March 2002
CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 Introduction

This chapter concentrates on the summary of the major findings of the study. From the findings, the researcher attempts to highlight some general conclusions for this study after which some recommendations and suggestions are made.

5.1 Summary

5.1.1 KCPE Performance
There is a significance difference in KCPE performance between public and private primary schools in Central division. The private schools are performing better than the public despite the latter having good qualified teachers with a long duration of experience. The private schools have been performing better in all subjects over the period of study despite being found in the same district with similar environmental conditions. Their average marks over the years have been over 450 marks while in public schools they hardly reached the 370 mark.

This poor performance in public schools can be attributed to the low teacher morale, which is evident in public schools. The teachers are unable to deliver due to the low pay and level of motivation within the school. The frequent teacher transfers further complicate this. Some hardly stay in the school for two terms before proceeding onto another school.
Political interference in the management of the public schools has great impact on KCPE. Many head teachers have been left as statutes and they cannot make any decision without consulting the political patrons. The performance is affected by the moderate expectations by both pupils and teachers. In private schools the expectations by both pupils and teachers ensure that the pupils work harder all the time in order to fulfil their expectations.

In addition, lack of books and facilities in school are a major concern. In both types of schools, the parents are the major contributors of books and stationeries. In this study, most of the public schools lacked the necessary textbooks required by the pupils in order to improve their KCPE performance. In private schools, the ratio of the available books was also questionable apart from one school where the head teacher said that the ratio was one to one.

Moreover, the parents have been seen as problematic in public schools. There are parents who do not pay the statutory levies that are required in the school for the purchase of stationery to be utilised by teachers. This leaves the teachers with little room for innovation and use of other materials like charts. Moreover, in private schools this problem did exist, as parents have to pay fees for their children. Some parents do not pay until the end of the term, which may affect the purchasing of materials and paying of teachers' salaries. Some of these problems have led to poor KCPE performance in public schools.
5.1.2 Administrative support

On the professional support provided, there is no clearly defined policy that delegates to schools the authority for deciding school schedules needed equipment, schemes of work and preferred teaching methods.

The education officers inspect all the schools irrespective of whether they are private or public. However, their frequency is irregular as they are engaged in other activities, which hinder their effective performance by inspecting all the schools at least once per term. It was further felt that, the supervision and in-service programmes provided left a lot to be desired. Most of the schools had not been supervised for the last two years, while those that had, the supervision ended in the head teacher's office. The inspectors as such left knowing little of the school and the circumstances under which the subjects are taught. The few in-service programmes held in the division were not measuring to expectations. Most teachers felt that the seminars were hurriedly and poorly organized, presenters are not well versed with know how skills on how to improve KCPE performance.

There was no difference in administrative support given to both public and private schools. Despite the in-service courses provided by the Ministry are for both public and private school teachers; the latter did not get the opportunity to utilize them. In both cases, the head teachers are supposed to attend management courses but these only benefited those from public schools. The private school heads failed to turn up because of the expense involved in form of time or money.
Equal support is not provided to both types of schools. Continuous advice to private schools is either sporadic or non-existent. Changing of the administrative aspect in public schools is easy compared to private schools, which depends on market forces. Moreover, the zonal inspectors have little choice in case the head teacher is not competent in private schools. In public schools, they can replace the management in case the KCPE performance continuous deteriorating.

There is no difference in setting of performance standard between public and private schools concerning KCPE performance. Both types of schools are encouraged to improve on their performance and outshine each other. This is because there is no difference in communicating the goals of excellence between these schools. In the provision of materials, the public schools are now benefiting from donors while the proprietors of private schools do provide. Nevertheless, in both cases the parents are the main providers of such learning materials.

5.1.3 Parental Support

The parents in both types of schools do assist their children by providing conducive atmosphere at home. They either switch off the radio and television so that their children can complete their homework. They also provide lighting facilities, which increase the amount of time the children can continue with their work after school. Moreover, they do assist their children in doing homework. However, there is a significant difference in providing assistance by the parents of public and private schools in this division. This can contribute to the differences in KCPE performance in that, parents in private schools shows their children that
the home is an extension of the school and can complete the work there by reducing competition between the school and the home. In addition, there is a difference in providing conducive atmosphere at home for the children to complete their homework. This is found in the provision of private room for studying, switching of the radio and television and in the provision of paraffin, lamps and electric accessories which can enhance the pupils completion of homework and further learning.

In both cases, the parents are the main suppliers of books and stationery. However, there is a significant difference in the provision of books by the parents of public and those of private schools. They all provide other reading materials, which are geared to good performance in KCPE, but there is no significance difference among them.

The parents do provide breakfast to their children. The most commonly provided was the tea and tea with other foods. This ensures that temporary hungers by the pupils is eliminated and are able to learn throughout the day. There is no difference in providing breakfast among the parents of public and those of private schools. Thus, the parents of both types of schools ensure that they provide it to their children and this could not be sited as a major factor leading to the differences in KCPE performance.
Parents of both public and private schools provide extra tuition. In both cases they do pay for tuition during holidays in their respective schools, some take their children to private schools while others employ their own teachers on part-time basis. Evening and morning coaching is encouraged by parents who pay tokens to the teachers in order to improve KCPE performance. This increases the amount of time the pupil and teachers are in contact and if used well can increase the performance of pupils.

5.1.4 School Environment
There is a significant difference in the duration spent by head teachers in their present positions in the schools between public and private primary schools. The head teachers in public schools have spent between one to five years, while in private they have spent more than one year in their present position. This shows that they knew the conditions under which they are working in for a long time. In public schools, three had stayed in the present position for less than a year. The continuous transfers of head teachers indicates that they cannot continue with projects geared towards KCPE performance in one school for more than one year, while in private schools they can do it because they are in that environment for a longer period.

There is a difference in the number of times head teachers do hold staff meetings per term between public and private schools. In public schools, six do hold staff meetings once or twice per term. Thus, they are unable to continuously communicate the goals of excellence to teachers who in turn implement what they
agree with the pupils. In private schools, the minimum number of staff meetings is two indicating that they hold them at the start and end of the term and a majority hold more than twice. Therefore, they are able to communicate to the teachers frequently about KCPE improvement.

In both types of schools, the head teachers allow their teachers to make decisions, which are crucial to KCPE performance. They do assist in providing financial support and buying required textbooks. Moreover, they describe the curriculum goals and classroom behaviours that can lead to good performance in KCPE by visiting classrooms and reviewing the standard eight performances frequently.

Despite the parents providing all the textbooks and writing materials, they are not adequate in both public and private schools. Ninety percent of the head teachers in public schools indicate that their schools do not receive adequate books compared to 12.5% in private schools. It is only in two public schools that receive books from sponsors while the government does not provide books to schools. Thus, there is a significant difference in availability of textbooks between public and private primary schools in Central division.

Libraries are non-existent in many public schools. Even in those schools, where a library exist, is small and cannot accommodate all the pupils to read in there. Moreover, they agree that they do not have all the books required by the standard eight pupils for their reading. This is a general feature in all the schools in the
division and this can be seen as a major factor leading to the poor performance in public schools. In comparison the same phenomena is also observed in private schools whereby 40% do not have all the books required by standard eight pupils.

Public schools hold frequent and productive public events, which can foster KCPE performance and seven private schools do hold them but one does not. In both cases, they involved prize giving days, class parent meetings and parents annual general meetings. These events help in raising the moral of the pupils and encourage good performance in the schools.

The head teachers in both cases are accessible by pupils, teachers and parents. Therefore, they are able to explain and find solutions to problems, which can hinder good performance in KCPE by involving the various participants.

Mostly, the KCPE academic record in public schools does not favourably compare with the national average. In contrast, that of private schools is above average and this has affected the KCPE performance in these schools, which have continued on improving. Thus, there is a significant difference in comparing of the national averages between public and private primary school in Central division.
Those pupils who perform well in KCPE are given reward as shown by seven of head teachers in public and seven of private schools. These rewards are geared towards improvement in KCPE performance between these schools.

There are major differences in the problems, which face public and private schools. Lack of books dominates in public schools followed by low teacher morale. These two factors can greatly influence KCPE performance and could be the main factors leading to the differences seen in private schools but with a lower percentage. Lack of administrative support was absent in private schools, which was sited in public schools.

The qualification and experience of teacher in public schools is commendable. There are some with a teaching experience of over 15 years, which is not available in private schools and most of them are qualified with high academic standards. This is quite different with private schools whereby the majority are holders of P1. In addition, their experiences are not as long as those of public school teachers. Thus, with this experience, the performance of public schools is expected to be better in KCPE but there is a great difference despite the academic and professional background held by them.

In both public and private schools over 90% of the teachers stay in the school the whole day and teach most of the time. This indicates that the teachers are committed and can teach anytime they are in school in order to improve the
performance of KCPE. Over 80% are conversant with the learning ideas and materials as they prepare the standard eight class for KCPE. Nevertheless, the standards set by the teachers in public schools is moderate compared to private schools where the standards are high and this has been shown by the high expectations expressed by the private school pupils and teachers.

Teachers in both public and private schools do share ideas on how to improve KCPE performance. They emphasize on syllabus coverage, co-operation among teachers, marking pupils work just to mention a few.

In public schools, 93.75% do prepare schemes of work as demanded by the teaching professions. In private schools, 87.50% do prepare. In public schools 100% agreed that they are able to explain what they teach in terms of these schemes while in private schools one teacher agreed that she/he is not able to explain them. Thus, there is a significant difference in preparation of schemes of work between teachers in public and private schools in Central division.

There is no difference in the classroom materials prepared by teachers in public and private schools. These involved charts, maps, real object, photographs and experiments. The duration for marking and returning pupils work showed that there is no significant difference in the duration taken in returning pupils work between public and private schools. All teachers in public and private schools do provide extra time to their pupils and compensate for the lost time in case he/she
is absent. They provide extra time as needed by the pupils as shown by over 90% of the teachers during evenings, mornings, lunch hour, weekends and holidays. This is important in that they provide the pupils with extra time and help them to solve their problems.

In the teaching strategies explaining is the commonest method in public and private school. This method does not cater for individual differences of the pupils as it is followed by class discussions. Cross-age tutoring and individual discussions were ranked third and fourth showing that they were least preferred methods.

As seen earlier, the expectations of pupils in public schools are lower compared to that of private schools. The pupils in private schools have high expectations of joining good schools and this leads to good performance in KCPE. In public schools, the expectations are lower and coupled with low teacher morale and moderate teacher expectations; the performance of KCPE is affected adversely. This can be attributed as a factor leading to lower performance in public schools. Therefore, there is a significant difference in pupils’ expectations between public and private primary schools in Central division.

On the availability of reading materials the public schools are in dire need of textbooks. This problem is also seen in private schools where by over 25% of the pupils agreed that they do not have all the books they require. Nevertheless, they
do have other reading materials but these are not necessarily needed to improve their KCPE performance. Despite having other reading materials, some of them, do not read them as shown by 3.22% in public and 1.53% in private schools. Even in private schools, some of them do not have all the books required. In both cases, they are provided with enough writing materials as parents supply them.

Over 80% of the pupils in both types of schools are given enough time to do their home works at home and they get support from their parents. However, this time is interfered with by the other types of work given by the parents that compete with the time required by pupils in their preparation for KCPE.

In marking and returning pupils work in both public and private schools, the teachers do return and mark as expected. However, there are 16.92% in private and 20.43% in public who said that their works were not returned and marked frequently which can have effect on KCPE performance as they are unable to correct the previous mistakes in time.

On the availability of other facilities, private schools lacked workshops, libraries and have less number of latrines. These facilities are important in the performance of home science, art and craft. Moreover, fields are important for extra curricula activities and they are not available in most of the private schools due to scarcity of land. On the other hand, in public schools despite the availability of workshops, they are not equipped and cannot serve the purpose.
they were intended. The teachers had guides and classrooms accommodated pupils comfortably in both types of schools. The pupils had individual desks and all the classrooms had good blackboards.

In both public and private schools, pupils are given guidance on KCPE improvement. Teachers assist the pupils by identifying the areas, which they should concentrate on and on how to do it. Lastly, the problems affecting pupils in public schools are mostly building funds and examination funds. Never the less, family problems is a major issue in both private and public schools which need to be solved in order to improve KCPE performance in this division. In addition, there is no significant difference in the way pupils solve their problems between public and private primary schools in Central division. In both cases, the teachers are the main helpers in solving problems in these schools while group work and individual participation do take over.

5.2 Conclusions and recommendations

Based on this study, a number of general conclusions concerning the factors influencing KCPE performance among public and private schools in Central division have been arrived at. First, many school both public and private have great difficulties as far as teaching resources are concerned. Needless to emphasize, suitable textbooks, audio-visual aids, and stationery play a crucial role in enhancing KCPE performance. Lack of such materials greatly affects the performance of KCPE in both public and private schools.
Secondly, in spite of the teachers’ professional qualifications, their teaching experience, their choice of teaching strategies left a lot to be desired. It was found out that majority of the teachers hardly use cross-age tutoring and individual discussions. They continue to use explaining and class-discussion instead of going further to be pupil-centred. This accompanied by low moral of teachers in public schools has led to poor KCPE performance in public schools. This study recommends the use of cross-age tutoring and individual discussions as the main methods of teaching since they are more pupil centred.

To some extent, the in-service programmes held in the district towards KCPE performance had not proved very effective. Those primary school heads that attend PRISM (Primary School Management) courses have been involved in financial mismanagement, which affect the performance of the school in general due to political interference after such an act is detected by the parents. In this regard, this study recommends that, the head teachers from private schools should be encouraged to attend them so that they can improve their managerial skills. The school inspectors should give professional assistance and guidance to teachers in both public and private schools on how to improve KCPE performance. They should assist the private schools by seeing them as the alternative to the public system and not as a competitor. They are providing the same service and putting into consideration the high population growth rate and
inflation, the public schools cannot cope with the high demand eased by these private schools.

The role of the parents should be emphasized further in both types of schools. This is because the home is an extension of the school where pupils can complete their homework and get assistance in order to improve their final KCPE grade. The parents should be encouraged to provide a better atmosphere at home. In this regard, this study recommends that parents should address family problems in such a way that the pupils will not be affected in their KCPE performance.

In general, the expectations of teachers and pupils in public schools should be improved. This can be enhanced by the inspectors who can assist the teachers in tackling some of the problems being faced by the teachers. Because the low salaries of teachers are a predominant issue, this study recommends that the government should address it in order to improve the low morale of teachers, which in turn might improve the KCPE performance in this division.

Physical facilities in both public and private schools are inadequate and too few schools had managed to build and equip a workshop. This study recommends that public primary schools should be built in close proximity of each other. This would enable them to collectively establish Home science room, for instance, in one school, art and craft in another and a library in the other. These schools could then ensure that the workshops are fully equipped and they can take turns in using
the available joint facilities to improve their KCPE performance. More over, the local council should build a library, which can be accessed by all the pupils from both types of schools. Such a resource centre can benefit all the pupils irrespective of their school background and can facilitate good performance of KCPE in the division.

The government of Kenya needs to recognize the role played by the private sector in education. When granting financial support to public schools moderates should be put in place so that the private sector can also benefit. The Kenya government can borrow a leaf from Japan on how they finance private education in that country. Moreover, an education voucher can be given to parents who can then choose where they would like to take their children and add the extra money required in the private schools.

In-service courses for both public and private school teachers should be encouraged mostly geared towards KCPE performance. Those who participate should be given a certificate for the areas they have been learning as a way of encouraging them. Moreover, further learning by teachers to improve their professional standards should be encouraged by granting of study leaves and scholarships.

The private schools are performing better than the public schools in this division. This trend needs to be reversed by encouraging the public school pupils and
teachers by motivating them to achieve higher. Adopting the methods used in private schools can do this. Engaging the pupils in common, activities geared towards KCPE performance by encouraging visits by public school pupils and teachers to private schools. They can be encouraged through zonal essay competition, drama festivals and individual subject competitions.

5.3 Suggestions for Further Research

This study looked at factors influencing KCPE performance between public and private primary schools in Central division. The study compared those factors in a single division and there is a need to research into other factors, which affect KCPE performance in the same kind of schools. Such researches should utilize larger samples and other research techniques. For instance, there is need to research into how best to motivate teachers for better performance of KCPE in both public and private schools. What are the effects of social and cultural background (like social economic status, nutritional problems, parental attitudes) on learners? Which of these factors are more important in promoting motivation of learners?

It appears necessary to carry out similar researches to this one but from other districts and regions of the country. The conclusions from such findings will be drawn for the whole country. Such generalized conclusions would be of particular interest to educational administrators, policy makers, curriculum developers, teachers, students and all types of educators in Kenya.
In addition, since teachers in public schools seem to lack motivation and dedication to their job, there is need for research into the causes of this. Is the cause perhaps, frustration by the fact that their teaching is usually implied to be irrelevant and yet it is not clear what should be done?

Another study should be done on the administrative aspects of public and private schools. In this study such questions like, is the management in private schools better than in public schools? Is decentralization leading to good performance in private schools as compared to the centralized system in public schools?

More research should be done to assess how far parents and the community at large understand or are aware of their responsibility in improving KCPE performance in their respective schools. The research should be done to establish whether there is a relationship between availability of physical facilities such as workshops and examination performance in practical subjects in public and private schools.

An evaluation study is needed on the objectives of the 8-4-4 systems, indeed as far as the prevocational curriculum is concerned. It would be important for educational planners to know whether primary school leavers are better placed for employment or self-employment after completing their KCPE.
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List of interviewee

Zonal officers, Central division, Kirinyaga

Mrs Mary W. Mugo

Mr Karimi John

Mr Muriithi Mwangi

Head teacher, Effort junior Academy, Kirinyaga,

Mr Kabui Mwai
APPENDIX I

QUESTIONNAIRES FOR PARENTS

1. Name of the school: ____________________________________________

2. Do you assist your child in doing home work?: Yes No

3. (a) Do you try to provide your child with conducive atmosphere at home for further learning? Yes No

4. If yes, how?
   (i) Private room for studying
   (ii) Switching off the radio and Television
   (iii) Others (specify) ____________________________________________

5. (a) What is the mode of lighting in your home?
   Electricity Paraffin Gas
   (b) If Paraffin, do you have a lamp specifically for children study?
   (c) Do you ensure that the above are always available for the pupils in order to complete his/her work? Yes No

6. (a) Do you visit your school to investigate the progress of your child?
   Yes No
   If yes, how many times per term?
   Once Twice Others (specify) ________________________________________
   (b) Do you implement what you agree with the teacher in order to raise the Performance of your child in KCPE? Yes No
7. (a) Do you buy textbooks for your child, as they are required in the school?
   Yes  No
   (b) Apart from those required in the school do you provide other reading materials like newspapers, story books etc? Yes No

8. (a) Do your children take breakfast before going to school? Yes No
   (b) If yes, what kind of breakfast do they take?

9. Do you participate in school functions like prize giving day? Yes No

10. (a) At home do you give your child any other work to do apart from the schoolwork?
    Yes  No
    (b) If yes, what type of work?

11. (a) Do you provide your child with extra tuition in order to improve his performance in KCPE? Yes No
    (b) If yes, how? (Specify)

12. Why did you chose your current school for your child? Tick one.
    Proximity to home
    Record of KCPE performance
    Maintain social Class
    Traditions of the family

Thank you for your co-operation.
APPENDIX II

TEACHERS’ QUESTIONNAIRES

1. Name of the school _________________________________

2. How many years have you been teaching in this school? ______

3. What is your qualification (tick the right one)

- P1
- P2
- S1
- Others _______________________

4. Do you stay in the school the whole day and teach most of the time?

- Yes
- No

5. Are you at ease with the learning materials and teaching ideas as you prepare the standard eight class for the KCPE? Yes No

6. Do you set high standard of work for standard eight classes in their preparation for the KCPE examination? Yes No

7. (a) Do you share your ideas on how to improve KCPE performance with other teachers? Yes No

(b) If yes, what do you emphasize? ____________________________

(c) Do you co-operate with other teachers in planning school activities, which are geared to the improvement in KCPE performance? Yes No

If you do not, Why? ____________________________

8. (a) Do you prepare schemes of work for standard eight class?

- Yes
- No

(b) If yes, are you able to explain what you teach in terms of these schemes?

- Yes
- No

(c) Do you prepare learning resources (classroom materials) on regular basis as identified in the scheme of work for standard eight?
Yes    No

(d) If yes, list down some of the materials, which you have prepared

9. What academic standard do you expect for your current standard eight class in their KCPE performance? High    Moderate    Low

10. (a) Do you correct and return pupils assignments and tests quickly?

Yes    No

(c) If yes, how long do you take generally?

11. Do you use test results, grade reports and attendance records to spot and respond to Potential problems that may affect KCPE performance?

Yes    No

12. Do you have records of individual student performance?

Yes    No

13. (a) Do you provide extra time for pupils who want or need it in hope of improving their KCPE performance? Yes    No

(b) When do you provide it?

(c) In case you are absent from school, do you compensate for the lost time?

Yes    No

(d) If yes, when do you provide it?

14. The following are some of the techniques for teaching. Rank them in the order of preference as you use them in class to insure good performance in KCPE

Individual discussion

Class discussion

Explaining

Cross age tutoring

Thank you for your co-operation.
APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

1. (a) Name of the school ____________________________
   (b) Duration spent in the present position in the school ____________________________

2. (a) How many times do you have staff meeting per term?

   Once       Twice       Other

   (b) Do you allow your teachers to make decisions to how they can improve
       the KCPE performance in your school?

       Yes       No

   (d) If yes how do you facilitate their implementation ________________

3. Do you describe the school curriculum goals and classroom behaviour that
   can lead to good performance in KCPE? Yes No

4. Do you frequently visit classroom and hold development conferences with
   teachers in order to improve KCPE performance? Yes No

5. Do you review standard eight performances frequently in order to improve the
   final KCPE performance? Yes No

6. (a) Has the school been receiving adequate supplies of textbooks?

       Yes       No

   (b) Who provides the books? Government Sponsor

       Parent

   (c) Does the school have a library? Yes No

   (e) If yes, does it have all the books required by the standard eight pupils for
       there reading?

       Yes       No

7. (a) Does the school have frequent and productive public events, which can

       foster KCPE performance? Yes No

   (d) If Yes specify them?
8. Are you accessible by parents and pupils in your office any time they want to see you?

9. (a) Do you attend school assemblies frequently? Yes      No

   (b) If yes, do you communicate the expectation of academic excellence to the whole school? Yes      No

10. Are standard eight pupils given responsibilities to perform in the school? Yes      No

11. Does the school recent historical academic record in KCPE favourably compares to the national average? Yes      No

12. In your opinion, which problems have been identified in the improvement of KCPE Result in your school? Please tick them

   - Lack of books
   - Un-co-operative parents
   - Transfer of teachers
   - Political interference
   - Lack of administrative support
   - Low teacher morale

13. Do you give rewards and incentives to standard eight pupils who perform well in their KCPE? Yes      No

Thank you for your co-operation.
QUESTIONNAIRE FOR PUPILS

Dear Pupil,

You are provided here below with questions for you to answer. Note that there is no right or wrong answer. You are not supposed to write your name anywhere on this questionnaire.

1. Name of your school ____________________________

2. Do you like this school? Yes No

3. What kind of school do you expect to join next year? Tick one

   National school,

   Provincial school

   District school

4. (a) How far is your home from school? _________________________ (KMS)

   (b) What means of transport do you use? Public transport Walk

   Family car

5. (a) At home are you given enough time to do your home work and studying

   Yes No

   (b) Are you given any other duties at home? (Specify) __________________________

6. (a) Do you have textbooks for all the subjects you will sit for in KCPE?

   Yes No

   (b) Who provided these books to you? Parent School Others

   (c) Do you read other books apart from the once for your subject e.g. story

   books, newspapers? Yes No
7. (a) Do your parents assist you in doing your homework

   Yes  No

   (b) Are all your homework and assignment marked frequently and

       returned to you by your teacher? Yes  No

   (c) Do you do all the corrections as given by your teacher? Yes  No

8. Are you given guidance on studying habits so that you can perform very

   well in KCPE? Yes  No

9. How do you solve some of the problems, which you face in the classroom. Tick

   one.

   Group work

   Struggle individually

   Ask the teacher

10. (a) Are you ever been absent from school? Yes  No

     (b) If yes, what forces you to be absent from school?

     (c) Tick below you greatest problems in school,

         Building funds

         Examination funds

         Family problems

Thank you for your co-operation.
APPENDIX V

EDUCATION OFFICERS (ZONAL INSPECTORS)
INTERVIEW SCHEDULE

1. Is there a clearly defined policy that delegates to schools the authority for deciding School schedules, needed equipment and materials, schemes of work and preferred teaching methods. Yes No

2. Is there a difference system of performance standards set for public and private schools in regard to KCPE performance? Yes No

3. Is there any difference in communicating the goals of excellence between private and public schools in respect to KCPE performance? Yes No

4. Do you inspect all the schools irrespective of whether they are private or public?

Yes No

5. (a) Do you provide continuous advice to both public and private schools in respect to KCPE performance in your zone? Yes No

(b) If No, which one do you give more emphasis. Private Public

7. Is there any difference in the provision of resources needed to improve KCPE results in private and public schools? Yes No

8. Is there any difference in evaluation of school heads as managers of institutions between public and private schools? Yes No

9. (a) Do you provide equal support to private and public schools in order to overcome their weaknesses in KCPE performance? Yes No

(b) If No, Why?

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APPENDIX VI

OBSERVATION SCHEDULE

1. Name of the school: ________________________________

2. Can the teacher show the researcher the guides they use to teach standard eight? Yes No

3. Are the classroom accommodating the pupils comfortably as required by the government policies of 40 students per class? Yes No

4. (a) Are there enough desks places so that all students enrolled in the class have a place to sit on? Yes No
   (b) If yes, how many per desk? ________________________________

5. (a) Is there a useable blackboard in the standard eight class? Yes No
   (b) Can you observe other teaching materials like charts, globes in the classroom?

6. In the school compound can you locate the following facilities and how many are they?
   (a) Latrines ________________________________
   (b) Water points ________________________________
   (c) Playing fields ________________________________
   (d) Work shops ________________________________
   (e) Library ________________________________
   (f) Administration block ________________________________
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