

**FACTORS INFLUENCING PUPILS' PERFORMANCE IN KCPE
NATIONAL EXAMINATION IN PUBLIC AND PRIVATE PRIMARY
SCHOOLS IN NAKURU-NORTH SUB-COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university:

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DEDICATION

This research project is dedicated to my late father John Njenga, my mum Esther Njeri and my husband Wainaina.

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The completion of this work has been through the significant contribution from several people whom I am deeply indebted. I thank God Almighty for the good health and strength that has kept me going during my study. My sincere gratitude goes to my supervisor Mr. Ejore Paul, for his patience, indefatigable guidance, positive criticism and encouragement. Not forgetting Dr. Gakunga DK, coordinator in the Department of Educational Comparative studies whose cordial support and guidance helped me in the polishing of this research document. I also recognize the effort of all the lectures in the Department of Educational Foundations who prepared the framework on which this work was done. I would like to appreciate the effort of all the respondents for participating in this study and in particular the Educational officer Nakuru North Sub-County. Finally, to all my family members and friends for always being there for me during this study in prayers and moral support. Thank you all for without your support this study would not be a success.

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LIST OF ABBREVIATION

ATS	Approved teacher in Service
B. Ed	Bachelor in Education
CATs	Continuous Assessment Tests
CDF	Community Development Fund
DEO	District Education Officer
EFA	Education For All
ESP	Economic Stimulants Programme
FPE	Free Primary Education
GMR	Global Monitoring Report
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
LATIF	Local Authority Transfer Fund
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
OECD	Optimum Early Child Development
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TPR	Textbook Pupil Ratio
TSC	Teachers service commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation International Child Education Fund
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate factors influencing pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County, Kenya. The objectives were to determine whether provision and adequacy of teaching and learning materials, physical facilities, teacher qualification and experience and early completion of syllabus influences KCPE performance in public and private primary schools. The study was based on Cognitive Theories of Motivation coined by Nona Tollefson (2000). Descriptive survey research design was used in this study because it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. Simple random sampling was used to select 30 percent of the schools thus fourteen private schools and twelve public schools participated in the study. Schools were purposively selected in the three educational zones, two best performing and two poor performers of each of the school category. Thus, the total sample for the study comprised of 26 head teachers, 130 teachers, 260 pupils and one educational officer. The data was collected through use of questionnaires, interview schedule and an observation checklist to examine the condition of learning resources and physical facilities in the sampled schools. The test-retest technique was used to test the consistence of the instrument. All head teachers' questionnaires were returned 100 percent, 124 teachers questionnaire 95.4 percent and 245 questionnaires were returned from pupils, representing response rate 94.2 percent. Therefore 395 questionnaires were returned a 95.0 percent response rate. Collected data was analyzed both qualitatively and quantitatively.

The study findings revealed that half of the head teachers in public schools indicated that teaching and learning reference books and ICT equipment were not available at all in their schools. The head teachers, 75 percent, in public primary schools indicated that classrooms and other physical facilities in their schools were available but in adequate with an exception of dining halls that are not available. However, in private primary schools, head teachers indicated that there was availability and adequacy of physical facilities in their schools with an exception of enough play-grounds. Majority of teachers in public primary schools had attained higher academic qualification than most teachers in private primary school. Majority of the respondents indicated that they set syllabus completion deadlines for their teachers, though 1.6 percent of public primary school head teachers indicate that they do not set deadlines for syllabus completion. The study recommended that the government should provide clear policy guidelines on how school communities could provide physical facilities that offer proper hygiene to ensure that schools are child friendly. Further the a study should be done on the institutional factors that influence teacher motivation on pupils' academic performance

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Education is the process by which human beings ensure that knowledge, skills, values and attitudes are passed on from one generation to the other (Shiundu & Omulando, 1992). GMR (2005), state that pupils' performance is equated to high standards as a set of criteria against which an institution or system is judged. It includes learners who are healthy, ready to learn and are supported in learning by their characteristics to improve interventions in education. According to Bishop (1995), formal education is characterized by the grouping of children into classrooms for regular instructions, administration of examinations and certification. In many parts of the world, an enormous gap persists between the number of pupils graduating from primary schools and those that among them who perform well in their final examinations.

Academic performance is the degree to which education can be of a high standard, satisfies basic learning needs and enriches the lives of learners in their overall experience of living (GOK, 2010). According to UNESCO (2005), academic performance is the enrichment in the process of learning and outcomes of learning achievement. This is one that identifies learners' performance and cognitive development as a major explicit objective of all education systems in promoting values and attitudes of responsible citizenship and nurturing creative and emotional development. According to World Bank (2004), academic achievement in learning when assessed in school systems produce a multiple of outputs, ranging from equipping students with knowledge and cognitive skills to cultivating creative minds and fostering civic and moral values.

In USA, learner achievement is a key to the development of individual child's personality, talent and abilities. In recognition of the fact that every child has unique characteristics, interests, abilities and learning needs, thus primary education is not examination oriented (Psacharopoulos & Woodhall, 1985). In Australia, Aborigin learners' poor academic performance is attributed to socio-cultural effects such as poor home background and lack of passion for school activities by their parents (Chalmers, 2007).

Academic performance consists of learners' characteristics, content, enabling inputs and outcome dimensions (UNESCO, 2005). Learning resources such as teaching and learning materials, human resource and school curriculum have an effect on the academic performance that a learner achieves in the learning process (Caskey, 2002). For high standards in the learning process, governments need to invest steadily in teaching profession and in the provision of learning resources. Use of learning resources to achieve academic excellence requires building of classrooms, libraries, playing fields, clean water points, sanitation and avail safety in school environment (Southern Africa Consortium for Monitoring Education Quality (SACMEQ), 2011).

According to GOK (2010), academic performance is determined by the availability of qualified and motivated teachers and educational personnel. Performance needs to be sustained by improvements of learner preparedness at all levels of education. GMR (2005), states that performance is reflected by a range of indicators which include government's spending on education, pupil teacher ratios, teacher qualifications and experience, test scores and the length of time pupils spend in school.

Learning resources are tools that enhance literacy in mastery of school curriculum. Availability, adequacy and use of learning resources by the teacher and pupils is evidence of better learning. Without teaching and learning resources the learning process becomes rigid, rely heavily on rote learning which places pupils in a passive role. Learning resources avails structured teaching which is a combination of direct instruction guided practice and independent learning which creates a child-friendly school environment (Ngugi, 2006).

Success or failure of learning is in the availability, adequacy, use, and management of learning resources, physical facilities, experienced teachers, time on task, and content assessment (OECD, 2006). The quality, adequacy and availability of learning resources and use by teachers and pupils strongly affects what teachers can do to learner achievement (Sifuna, 2008). Learning resources are critical ingredients and curriculum cannot be implemented without them (World Bank, 2004). Cash (1993), states that the learning resources are closely nested with the support system of learning and teaching processes. Academic achievement is expressed in terms of curriculum achievement as grades, and examination performance, creative and emotional development as well as changes in values, attitudes and broader socio-economic gains such as job market and societal benefit. The importance of provision and use of adequate learning and teaching resources, to support educational development and quality upgrading, has been one of the most important input that determine student performance (World Bank, 2004).

Learning resources when used close to classroom activities improves grade attainment levels. Hines (1996), observed that learners in state owned schools in Virginia U.S.A had eleven percent lower in substandard buildings compared to learners from private entity whose buildings were standard. According to Levin (2007), in the United Kingdom, curriculum and its implication for space, has been evaluated and reading sessions were recommended that they left the normal classroom to a special room for reading lessons. In California, textbooks and instructional materials are pointers to academic performance for they are the primary means in which learners access the knowledge and skills specified in the state content standards (Corcoran, Thomas, Lisa, Walker & Lynne, 1988). According to Sylva (2011), some European countries such as United States, Britain and Canada have attained high levels of quality assurance in their educational human resource system as a result of some strategies and adequate attention given to teacher education, empowerment, motivation and all other aspect of motivation.

According to SACMEQ (2011), in South Africa, learning resources for the provision of education are distributed in favour of poorer schools. National framework for education in rural areas is formulated and focused on infrastructure, improving access to curriculum resources, especially schools serving the poor. In Sub-Saharan Africa, countries like Malawi, education in primary schools is under-resourced, under-staffed and under-funded, creating extremely challenging teaching and learning conditions of pupils and teachers alike. In these case lessons are at times carried outside due to lack of classrooms. They also lack of textbooks, and other learning materials and teacher pupil ratio goes up to 96:1 whilst the government recommend 60:1 ((Wildeman, 2005).

According to Riddell (2003), private primary schools in Zimbabwe are better resourced and the schools stand a better chance on the influence of learning resources to pass examinations unlike those from state schools. According to MOE (2010), public and private schools, in Kenya, existence, growth, expansion or decline has a far reaching implication on the socio-economic development of citizens. These types of schools strive to provide quality education to its pupils. MOEST, (2005), state that despite the heavy investment government puts in the public primary school sector, and resultant expansion of education, the country still register poor performance in government sponsored primary schools. However, private primary schools seem to be doing better in KCPE.

Saitoti (2005), observes that students from private schools are not well taught but drilled to pass examinations. Despite the continued persistence of private primary schools consequently taking up most seats in national and provincial secondary schools, they cannot be done away with since they complement the government's effort in one of its Millennium Development Goals of providing Education For All. Okumbe (1998), states that the challenge is to ensure that the provision education in public and private primary schools is of acceptable educational quality. Uwezo (2010), found out that there is a wide gap in learners' achievement between different categories of schools. This is due to private schools pupils attaining high KCPE scores. This has raised concerns about the rising disparity in educational outcomes between public and private primary schools.

However, this case has not been an exception in Nakuru North Sub-County where the population of private primary schools supersedes that of public primary schools. There is also a wide gap in their KCPE performance as shown in Tables 1.1.

Table 1.1: 2009 – 2013 pupils’ KCPE mean performance in top ten public and private primary schools in Nakuru-North Sub-County

Pos	School type	School name	2009	2010	2011	2012	2013
1	Private	St. Gabriel Mission	357.4	367.6	391.5	376.9	383.2
1	Public	Nakuru workers	262.9	293.6	289.6	295.2	291.5
2	Private	Bahati Girls Boarding	381.7	356.6	367.6	375.7	358.6
2	Public	Rurii primary	265.5	293.0	270.7	279.8	284.1
3	Private	Bahati Upperhill	367.3	359.9	341.4	365.9	357.7
3	Public	Baraka primary	253.3	269.2	283.3	284.4	268.6
4	Private	Anestar Primary	368.4	356.2	370.7	365.5	392.7
4	Public	Jacaranda Primary	226.8	267.1	258.9	264.2	258.5
5	Private	St. Georges Grassland	372.5	359.6	360.9	356.3	389.2
5	Public	Olbonata primary	245.9	247.3	257.6	257.2	246.4
6	Private	Bahati Division Academy	NEW	NEW	NEW	348.2	335.9
6	Public	Osembo primary	237.5	224.5	235.5	253.3	228.5
7	Private	Exodus Primary	NEW	NEW	337.4	346.8	296.4
7	Public	St. Lwanga Primary	256.8	262.1	265.4	252.5	250.3
8	Private	Bahati North Academy	NEW	307.9	333.6	345.9	351.8
8	Public	Kiamaina primary	233.3	235.8	238.5	232.4	240.7
9	Private	St. Anthony Primary	344.3	316.5	355.03	345.1	359.8
9	Public	Muringa Primary	206.6	218.3	254.8	247.1	234.4
10	Private	Joswin Academy	NEW	307.9	302	338.3	309.5
10	Public	Our Lady of Fatima	220.3	251.8	240.1	246.9	225.3

Source: DEO Nakuru-North Sub-County Education Office, 2014

Tables 1.1 show that, private primary schools in Nakuru-North Sub-County are performing better than their public primary schools counterparts since the top ten private schools in 2013 attained a mean grade of 382.2 while the top public school in the same year had a mean grade of 291.5. Therefore this study sought to find out the causes of this disparity in KCPE performance.

1.2 Statement of the problem

In the Kenyan education system, academic performance is expressed as a curriculum achievement that is reflected and evaluated as grades in national examinations. Therefore, acquisition of knowledge, skills, values and attitudes of primary school candidates are judge by grades on their KCPE certificates.

In Nakuru-North Sub-County, there are more private primary schools (45) than public primary schools (41). KCPE performance in the Sub-County has generally been considered to be high. However, private primary schools have been constantly attaining above average mean scores (367.9 in 2013) while public schools have been attaining below average mean score (219.8 in 2013). This disparity in KCPE performance warrants an investigation to establish factors that influence pupils' performance in KCPE national examinations in public and private primary schools in Nakuru North Sub-County.

1.3 Purpose of the study

The purpose of the study was to investigate factors influencing pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County.

1.4 Objectives of the study

- i. To examine the influence of teaching and learning materials on pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County.
- ii. To establish the influence of physical facilities on pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County.
- iii. To determine the influence of teachers' qualification and experience on pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County.
- iv. To determine the influence of early completion syllabus on pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County.

1.5 Research questions

- i. How do teaching and learning materials influence pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County?
- ii. How do conditions of physical facilities influence KCPE performance in public and private primary schools in Nakuru-North Sub-County?
- iii. To what extent do teachers' qualification and experience influence pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County?

iv. To what extent does early completion of the syllabus influence pupils' performance in KCPE national examination in public and private primary schools in Nakuru-North Sub-County?

1.6 Significance of the study

The study hopes to provide information on the qualitative and quantitative aspects of the factors influencing pupils' KCPE performance. Thus the findings of the study may create a platform for future scholars to further research on academic performance. The information is also hopes to provide education stakeholders with qualitative aspects of both public and private primary schools and their effects on pupil performance; and The study may enlighten the Ministry of Education on factors leading to the success or failure of influence of learning resources on the learning process in a bid to provide high academic performance.

1.7 Limitations of the study

The researcher gathered information from Nakuru-North Sub-County and conducted the study only in the selected public and private primary schools.

1.8 Delimitations of the study

The study sought to establish the factors influencing pupils' performance in KCPE national examination in public and private primary schools. Some respondents were reluctant to provide useful information in fear of exposing their positive or negative weaknesses, to overcome this, the researcher assured the respondents that their identity would not be revealed and the responses were only to be used for the purpose of the study. The geographical topology of the Sub-County hindered easy access to the

schools, to overcome this drawback the researcher used cheap and convenient means like motor bikes to move from one school to the other.

1.9 Assumption of the study

The study was based on the following assumptions;

- i. Provision and use of learning resources in form of textbooks and other teaching aids can contribute significantly to the pupils' KCPE performance.
- ii. Teachers' qualification and experience contribute greatly to the academic performance.
- iii. Early completion of the syllabus promotes pupils' performance in KCPE examinations.

1.10 Operational definition of central terms

Academic performance – schools mean scores on K.C.P.E examination

Adequate – Meeting the basic essential needs such as provision of learning resources

Educational resources – inputs; teachers, teaching and learning materials and physical facilities

Examination – The process of evaluating the curriculum development in a pupil. It tells how well a student a pupil has learnt a particular concept

Teaching and learning resources – materials and tools that pupils and teachers use in the course of their learning like textbooks, charts, globes, pens, pencils, note books, maps, chalks, dusters, radio and computers.

Physical facilities – Equipment and facilities that teachers and pupils use in the course of their teaching like classrooms, libraries, toilets, chalkwall, playground and workshops

Private primary schools – Refer to a primary school owned and managed by an individual or a non-governmental organization.

Public primary schools – Refer to those primary schools, which are fully sponsored and managed by the government through MoEST.

Quality of education – The worth or value one gets by being a consumer of education. In this context, quality of education shall be measured in terms of worth or value of merit gained in achievement of curriculum development at K.C.P.E level

School curriculum refers to the programmes developed to encompass guidance of a learning process.

Teacher pupil ratio – The average number of pupils per teacher in primary school

Teacher quality refers the academic qualification, the professional qualification and the teaching experience of a teacher.

Syllabus coverage refers to comprehensive completion of set content in a class level.

1.11 Organization of the study

This study is organized in five chapters. Chapter one presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions for the study definition of key terms and organization of the study. Chapter two presents the literature review, on the concept of academic performance, influence of teaching/learning resources, physical facilities, teacher qualification and experience and early completion of the primary school syllabus as well as the summary, theoretical and the conceptual frameworks for the study. Chapter three presents the research methodology detailing the research design, target population,

sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consists of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data was done. Chapter five consists of the summary, conclusions and recommendations of the study which were drawn from the data analysis in chapter four.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter consists of the related literature on the influence of learning resources on academic performance between public and private primary schools. It is discussed based on the concept of pupils' performance in KCPE, influence of teaching/learning resources, physical facilities, teacher qualification and experience, early completion of the primary school syllabus, summary of the literature review, theoretical and conceptual framework.

2.2 Concept of pupils' performance in KCPE

Academic performance is an educational essential that sets means for curriculum achievement. World Declaration on Education For All (EFA) (1990), noted that, generally, poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. Emphasis should be placed on assuring an increase in children's cognitive development by improving the performance of their education (MoEST, 2006). Primary school education examination should aim at quality and used as a tool for measuring and monitoring school performance and value-added improvement in student (Williams, 2000). Teaching and learning process should serve as a handy checklist to reflect whether and to what extent schools have provided the right teaching and learning environment for the achievement of high scores.

Education is measured through assessments and plays a key role in understanding the level of incidence of factors that affect the improvement of academic performance, which is a tool of change in students' academic performance (Sifuna, 2003).

According to GMR (2005), the essential academic performance in primary schools is shown by learners' examination achievement, which determines how much and how well children learn and the extent to which their education translates to the KCPE performance. It is the teaching and learning process that brings the curriculum to life, which determines what happens in the classroom and subsequently dictates the performance of the learning outcomes.

2.3 The influence of teaching and learning materials in pupils' performance in public and private primary schools

According to Eshiwani (1993), education resources account for scholastic differences between types of schools. The provision of learning materials is the most crucial resource to educational performance. For instance, textbooks, whether designed for use in activities led by the teacher or independently by the students, offer basic instructional design formats, and has implications for academic improvements in the educational system (MoE, 2007). The Ministry of Education provides learning materials to Kenya's public primary schools. Under the FPE policy the government continues to provide textbooks for all public primary school students each year for each core subject; Kiswahili, English, Math, Science, Social Studies and Religious Studies. The program has aimed at achieving 1:1 textbooks ratios with every student, but loss of books has prevented this from happening at certain schools (Ngugi, 2003). According to SACMEQ Report (2011), only 78 percent of the Standard 6 pupils had at least one exercise book, a pencil or a pen, and a ruler. There is a large difference between public (77percent) and private schools (90percent) in the provision of these three basic learning materials. However, with the introduction of the SIMBA accounts

to be disbursed to public primary schools there has been a significant improvement in the pupil-textbook ratio in Kenya.

In 2010, the government implemented a new formula of funds for instructional resources. Schools which had fewer textbooks per pupil were to receive greater amounts of money than those schools that had more textbooks. For schools to receive these funds, they are required to submit their Textbook-Pupil Ratios (TPR) data to the Sub-County Education Officers (DEO) and Municipal Education Officers (MEO) each term. The DEOs and MEOs are required to monitor schools in their areas to ensure the prudent use of instructional resources (MoE, 2010). Insufficient conditions for learning facilities and the inadequate resource level found in many schools in developing countries, cause dismal academic performance.

2.4 The influence of physical facilities in pupils' performance in public and private primary schools

Physical infrastructure includes structures such as classrooms, desks, libraries, kitchen, toilets, water tanks, play-grounds and workshops. Such physical structures should be adequate and properly located free of any risks of users or to those around them to enhance effective school learning environment which promote educational performance (MOEST, 2001). School physical facilities provide the basic teaching and learning environment. The learning environment including classrooms and other school facilities also has an impact on learning outcomes. The increase in classrooms brings with it the challenge of desks which is being addressed as part of the MDG Quick Wins Initiative. According to the Southern Africa Consortium for Monitoring Education Quality (SACMEQ) survey of 2001, the benchmark for classroom furniture

included sitting and writing places, one per pupil; and a chalkwall, one per class. Schools also tend to be overcrowded with regard from small to average classroom space per pupil with extremely crowded sanitary facilities shared by pupils compromising pupil's health that lowers academic performance (UNICEF, 2000). Physical facilities in public schools are minimal; classrooms are often dilapidated and sometimes non-existent (Glewwe et al., 2007). Availability of physical facilities provides evidence based on cognitive achievements of pupils that learning resources have important influence on final examination results (Ayot and Briggs, 1992).

The size of classrooms in terms of length and width should be 7.5M X 5.85M and such classrooms should accommodate a maximum of 30 learners in 1 seater desks or 40 learners in 2 seater desks (MOEST, 2001). It has been found out that up to six pupils will squeeze onto a desk meant for only two. Sad enough, such a huge class needs to share that single black wall irrespective of the seating position. It all leads to the conclusion that very little learning can be said to be taking place given such conditions lowering academic performance of learners (Ayot and Briggs, 1992).

MOEST (2005), assumes that primary education continues to experience many challenges relating to access and equity. Key among them is overstretched facilities, poor learning environment due to overcrowding and inadequate facilities. Teachers attempt to provide instructions with only a chalkwall as a teaching aid which hinder high academic scores (Ward, 1996).

Musamas (2006) agrees that physical assets have a lot to do with moral education; that it is a fact that attractive environments lift the human spirit. It would be easier for a teacher in a neat, well-built school with adequate facilities, welltrimmed grass, flowers

and trees to encourage aesthetic aspects like beauty, joy, peace and general values such as tidiness, generosity, than a teacher in a poor and ugly environment.

2.5 The influence of teachers' qualification and experience in pupils' performance in public and private primary schools

A teacher needs to learn how a particular school does things. Lyons (2012), emphasizes the differing perspectives of cultures in organizations as individuals come into contacts with dress, norm stories people tell about what goes on in the organization, formal rules and procedures, its formal codes of behavior, rituals, tasks, pay system, jargon and jokes are only understood by insiders. A good teacher is capable of passing to his students the love of the subject he is teaching and the necessary skills on the curriculum followed and learning resources available utilized. Though how a teacher assimilates him or herself into a school system prior training is very essential for content delivery to pupils. A teacher leader role is one that needs to be embraced if he or she wants to function effectively in the classroom.

According to Adikinyi (2007), in order for teachers to effectively respond to varied learners needs its necessary to equip them with relevant knowledge and skills. Teachers should prepare and keep teaching professional records that include lesson plans, schemes of work, records of work covered and lesson notes. With this prior preparation, they are therefore equipped to develop the lesson logically with clarity of task and activities being performed during a lesson. These professional documents should be relevant to the curriculum content so as to enhance the learners academic performance.

SACMEQ (2011), emphasizes the dynamics of the teaching and learning process as teachers and learners interact in the classroom well with learning resources that calls for better trained teachers. Das (1985) reckons that teacher quality is the key to excellence as far as teaching and learning is concerned. The potential indicators of teacher quality and teaching quality are academic qualification, pedagogical training, years of service or experience, ability or aptitude and content knowledge (UNESCO, 2005).

Teachers are also more often expected to be engaged and proficient in curriculum design, project based-learning, new forms of peer and group assessments, fundraising and regional networking, as well as more conventional class teaching (Chalmers,2007). According to Gasperini (2000), teachers are supposed to equip themselves with subject specific expertise, effective teaching practice, an understanding of technology and ability to work collaboratively with other teachers and other school community members. Teachers form collective pedagogical, which is a group of subject teachers meeting frequently for mutual learning and joint development of curricula, methods and learning resources.

According to UNESCO Institute for Statistics (2001), levels of education required by national qualification standards for entering primary school teaching and proportion of the teaching force that meets these requirements in sub Saharan African countries vary from lower secondary in South Africa. Teacher subject knowledge is crucial and has been shown to be a good predictor of pupils academic performance (Postlethwaite, 2004). Provision of training and practice support based on relevant quality indicators can help build the confidence and competent in teachers. Teacher absenteeism, reduces academic performance resulting to waste of learning resources and time on task. The

increase in enrolment as a result of FPE has had huge consequences for public primary schools (Barasa, 2009). Abagi and Odipo (1997) observe teachers' attitudes towards their work and pupils, their classroom management and their interaction with pupils as having a great impact on the academic achievement and the retention in school of their pupils' academic performance.

In classroom communication and interaction, teachers are expected to deal effectively with problems that may rise due to the use learning resources. They are expected to explain content and create conducive classroom atmosphere to facilitate sharing of ideas to ensure high academic performance. Teachers are required to ensure proper organization of classroom resources to facilitate a conducive learning atmosphere, which entails cleanliness and tidiness (Odaga, 1986). According to MOEST (2005), pupils' capacity to influence academic performance is immense provided they are given the right tools at the time and clarity on the objectives of their engagement practices. Pupil engagement is most powerful as a driver of quality teaching when it involves dialogue, and not only information on the student's experience. As students are the intended beneficiaries of quality teaching, they are able to provide crucial "customer feedback" not only on what works well but also on what they would like to be done differently and how.

The difference in the curriculum achievement of pupils in private primary to their counterparts in public primary schools has highly been considered to be contributed by the provision of learning and instructional resources, though teacher pupil interaction has also been deemed to be a determining factor. Private primary school teachers are more proud of their work due to the effective motivation and reward systems that exists in their institutions which is not the case in public primary schools. According to

Salawu & Adedapo (2001), enrolling one's child in a private primary school you can predict his or her positive academic performance as there is no doubt of attention as the school proprietor must emphasize on performance delivery of his teachers. This improves on the academic performance provided to pupils increasing on the retention, enrolment and transition rates. Schools teachers are usually very dissatisfied with their work due to inadequate teaching learning resources causing.

2.6 The influence of early completion of the syllabus on pupils' performance in public and private primary schools

In formal education, a curriculum is the set of courses and their content offered at a school. Access, equity, quality and relevance are fundamental characteristics that define and drive systems of education and training. The Education Task force recommends the expansion of access to quality education at all levels; undertaking of major curriculum reviews; abolition of all school levies which discriminate against poor households; review of capitation grants in public primary schools (Gardner, 1983).

School curriculum is the learning experiences which are provided to learners under the guidance of the school (Mugiri, 1984). Olembo et al (1992), says that programme development encompasses the development of new courses, improvement of existing ones variations of subject content, modification in teaching techniques, adaptation of relevant learning and classroom re-organization. The Government's commitment to the provision of quality education and training to its citizens at all levels cannot be over emphasized. Vision 2030 singles out education and training as the vehicle that will drive Kenya into becoming a middle-income economy. In addition, the Constitution,

2010 has provided for free and compulsory basic education as a human right to every Kenyan child. In formal education, a curriculum is the set of courses and their content offered at a school. The current state primary school curriculum comprises a commendable mix of areas of knowledge that offer opportunities for the holistic development of individual pupils. The curriculum areas include English, mathematics, religion, science and technology, social studies, physical education, expressive arts (drama, art and design, music, movement) and personal and social development. All these areas are important as they cover the multiple intelligences identified by leading educational psychologists (Gardner, 1983).

Access, equity, quality and relevance are fundamental characteristics that define and drive systems of education and training. The Education Task force recommends the expansion of access to quality education at all levels; undertaking of major curriculum reviews; abolition of all school levies which discriminate against poor households; review of capitation grants in public primary schools. On assessment and evaluation, the Task Force noted that the current summative assessment at the end of every cycle does not measure learners' abilities. School-based assessments need to be strengthened so that regular and cumulative assessment in the form of Competence Assessment Tests (CATs) is put in place; the current education system is examination based and that the assessment has little regard to moulding good citizens and for self-reliance, hence realization of quality education(Williams, 2000).

There is need, therefore, to introduce competency-based assessment in line with a competency based curriculum. Revision of curriculum and textbooks is proposed to ensure skills and competences are emphasized. Assessment is not seen as part of the teaching and learning process but as a sieve to determine those who can move to

higher education where the limited available space dictates the teaching/learning process towards examinations as opposed to competences applicable to life. Schools will be ranked based on holistic assessment on performance indicators built around the following areas: academic, co-curricular activities, quality of management, operations and maintenance of physical facilities, environmental care, learners' services and community outreach programmes (Sifuna, 2003).

Curriculum development is effectively supported by a support system in the areas of provision of education, internationalization and human resources development. In education institutions there are curriculum committees, curriculum coordinators and counselors dealing with curriculum development. Curriculum achievement is determined through assessment and evaluation of pupils work. Teachers are required to mark and check pupils exercise books and assignments, set and mark examinations, maintain learners' progress records and parental involvement in monitoring pupils' progress. Learners are also supposed to do self-evaluation of their own activities in the learning process (Olembo et al, 1992).

2.7 Summary of literature review

Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts, soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. Support for quality teaching can be manifested through a wide range of activities that improves academic performance of students. Change is conducive to improved quality teaching and learning only to the

extent that an appropriate internal organizational support is in place. Institutions are complex adaptive systems and there is no single pathway to make change happen and achieve real improvements in academic performance.

There is always a need for a mechanism to review and control the learners' academic performance delivered during a teaching and learning process with regard to the provision of learning resources. The implementation of these measures emphasize on quality, equity and the adoption of low cost strategies for the development of learning resources. This study sought to identify the influence of learning resources on the academic performance in public and private primary schools.

2.8 Theoretical framework

The study was based on Cognitive Theories of Motivation by Nona Tollefson (2000). The motivational theories that form the basis for students' implicit theories about the factors that explain success in school also form the basis for teachers' implicit theories of the factors that explain teachers' success, typically defined as the ability to promote high levels of achievement among diverse groups of students. Over the course of their teaching careers, teachers develop outcome expectations (beliefs about whether all students can learn the material taught in their classrooms or their disciplines) and efficacy expectations (beliefs about their personal ability to assist children from diverse backgrounds to achieve the academic standards of the school) (Ash-ton and Webb, 1986; Gibson and Dembo, 1984).

The theories of motivation start from the premise that people try to bring order into their lives by developing personal, sometimes called implicit, theories about why things happen as they do in their lives and in the lives of others. Heider (1958) and

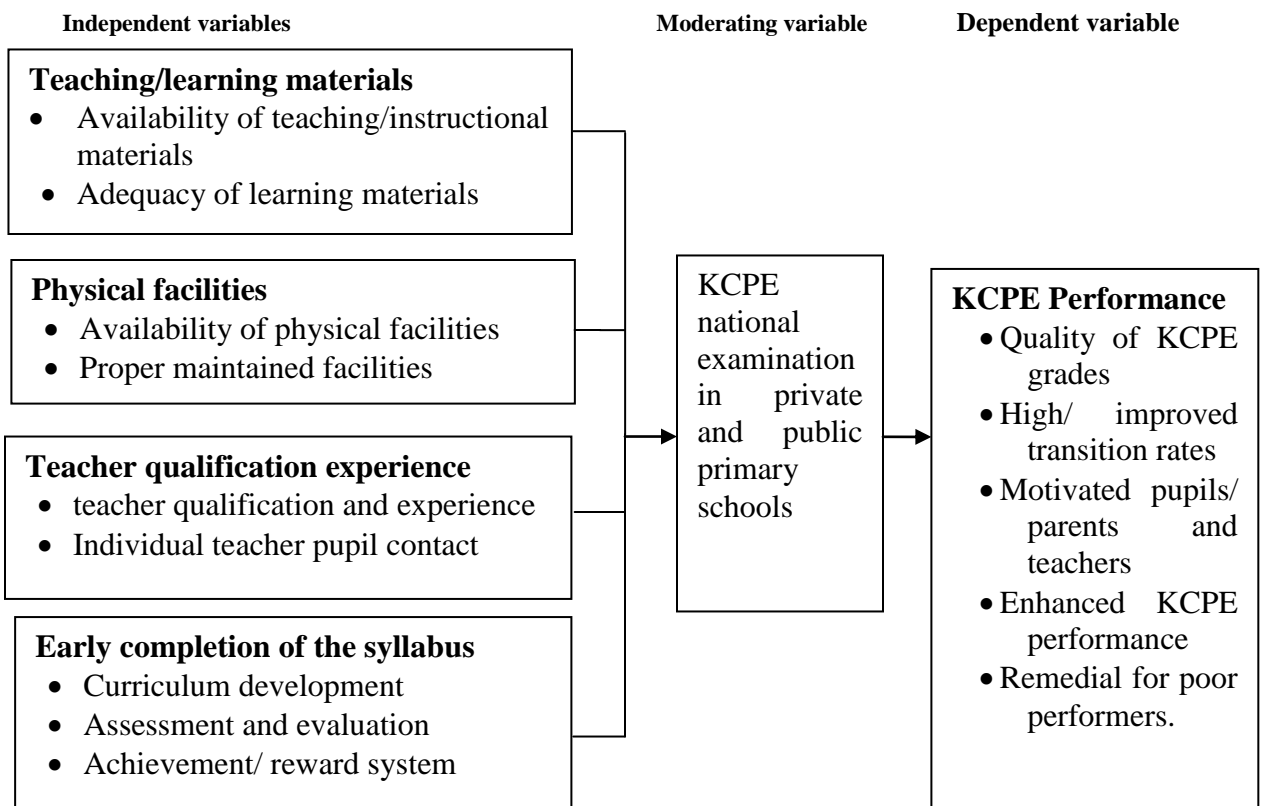
Kelley (1967, 1972) were among the first to describe the causal attribution process that people use to explain events that occur in their lives. Heider has related attribution theory to achievement motivation and (in this issue) presents two attribution theories of motivation: one, an intrapersonal theory, addresses how individuals explain their successes and failures; the other, an interpersonal theory, addresses how they explain other's successes or failures. Weiner uses the metaphor of person as scientist to illustrate the intrapersonal theory of motivation, and the metaphor of person as judge to illustrate the interpersonal theory of motivations. Teachers can use theories of motivation to analyze their interactions with students and to develop patterns of interactions with their students that may enhance their students' willingness to expand effort in achievement-related tasks.

According to Tollefson (2000), some students attain educational outcomes deemed important by schools and the larger society and others do not have interested teachers, psychologists, and educational reformers for decades. He argues that attention is focused on students and teachers and how they interact in schools. To some, the problems in schools lie with students, their attitudes toward the subject matter, and their willingness to expend effort on school tasks. To others, the problem is the teachers and their ability to interest and challenge students from diverse social and economic backgrounds. To cognitive psychologists, the issue is one of students' and teachers' beliefs about the probability of students' success in school and how these beliefs influence teacher–student interactions and subsequently student achievement. It is the latter view of understanding student achievement-related factors that was addressed to highlight pupils' performance in national examination from the two categories of schools.

2.9 Conceptual framework

The conceptual framework indicates the following variables, which will be measured against the factors that influence academic performance in both public and private primary schools.

Figure 2.1 Factors influencing pupils’ performance in KCPE national examination in public and private primary schools



The conceptual framework shows the relationship between the independent variables, moderating variable and the dependent variable on the factors that influence pupils’ performance in KCPE national examination. These institutional factors influence the KCPE performance, where each variable (learning resources, physical facilities, teacher qualification and experience, and early completion of the syllabus) determines academic achievement that is reflected in their KCPE performance as the outcome.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology under the following topics; research design and target populations, Sample size and sampling procedures, Methods of data collection, Validity and reliability of instruments, operation definition of variables and techniques of data analysis.

3.2 Research design

A research design is a plan or blue print of how one intends to conduct the research (Strydom et al, 2005). Huysmans (1993) is a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner. Descriptive survey research design was used in this study because it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. This design was therefore, deemed appropriate, as it enabled the researcher to reach as many respondents as possible within a short time and obtain the real picture as at the ground.

3.3 Target population

According to Mugenda & Mugenda (2003), in order to provide an accurate and reliable description of characteristics, attitude and behavior of its members a sample of the population to be studied is sufficient. For this study, the target population was drawn from Nakuru-North Sub-County in public and private primary schools, which are 41 and 45 in number respectively. Out of the 86 primary schools 5 schools were selected to participate in the pilot study and they were not used in the final target population.

Therefore the target population of this study comprised of 42 private and 39 public primary schools head teachers, 420 private school teachers and 390 public school teachers, 893 private school and 1241 public school class eight pupils and one education officer.

3.4 Sample size and sampling techniques

A sample is a small proportion of a population selected for observation and analysis (Best & Khan, 2002). According to Mugenda & Mugenda (2003), 10 to 30 percent of the population can be picked from a large population. Therefore, for this study, 14 private schools and 12 public schools participated in this study. To identify the individual schools the researcher used purposive sampling to select schools in each of the three educational zones, two best performing and two poor performers of each of the school category. All the 14 private and 12 public school head teachers in the sampled schools, participated in the study. Simple random sampling was used to sample 5 teachers and 10 class eight pupils in each sampled school. Thus, the total sample for the study comprised of 14 private and 12 public school head teachers, 70 private and 60 public school teachers and 140 private and 120 public school pupils. The educational officer, Nakuru North Sub-County participated in the study too.

3.5 Research instruments

Mugenda and Mugenda (2003) define research instruments as instruments with which to collect the necessary information. The data was collected through use of questionnaires and interviews schedules. Questionnaires for head teachers, teachers and standard eight pupils were used to collect data. A questionnaire enables the researcher to collect information that can easily be analyzed. They also allow for

anonymity of respondents. Questionnaires comprised of two section; section A and Section B. Section A consisted of respondents' demographic information while section B consisted of information on the influence of learning resources on academic performance. In the study; the primary data was obtained by directly talking to the respondent to get reliable and accurate information by interviewing the education officer. The researcher used an observation checklist to examine the learning resources and physical facilities in the sampled schools.

3.6 Pilot study

A pilot study was used to a check on errors and ambiguity to increase face validity. The researcher prepared the instruments in close consultation with the supervisors in order to ensure that the items in the questionnaires cover all the areas under investigation. Thereafter the researcher visited the area of study and carried out pilot study in two public primary schools and three private schools in Nakuru-North district. This was to represent 1 percent of the target population (Mugenda & Mugenda, 2003).

3.6.1 Validity of research instruments

Validity refers to the degree to which a method, a test or a research tool actually measures what it is supposed to measure. Kothari (2006), instrument validity refers to accuracy and meaningful inferences made based on the results obtained. Expert judgment from the department was used to assess the extent of the items in the instruments, address the objectives as well as whether the format of the instruments gives the correct impression.

3.6.2 Reliability of research instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. The aim of pretesting is to gauge the clarity and relevance of the instruments. The test-retest technique was used to test the consistence of the instrument. This is where the instrument were administered to the same group twice. If the instrument is reliable, the individuals taking the test were supposed to score the same or similar scores in the second test as they did the first one. To ensure reliability of the findings, there was a time lapse of two weeks between the first test and the second test for within this short period of time, the respondents were in a position to remember what they wrote in the first test. A correlation coefficient shows the size and direction of a relationship between two sets of scores.

3.7 Data collection procedures

A permit was obtained from the National Council for Science and Technology and with a clearance from the University. The first letter was presented to the Sub-County Commissioner and the Sub-County Education Office with copies to the various schools that would be sampled. The researcher explained the purpose of the study, create rapport and assure the respondents of their confidentiality of their identities. Data collection took twenty working days. The questionnaires were handed to individuals within the education offices and schools. The second instrument was an interview schedule for the education officer, which was held with key informants using the checklist from different sampling points.

3.8 Data analysis techniques

Data analysis refer to a variety of activities and processes that a researcher administers to make certain decisions regarding the data collected from the field, in order to get meaning and be able to explain various features from raw materials (Mbwesa, 2009). The data was edited first to identify the errors made by the respondents. Data collected was analyzed both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistic technique and presented in frequency distribution tables, pie charts, bar graphs and percentages that display systematically and meaningful report will provide adequate report to the findings. Qualitative data was analyzed and interpreted by organizing data into themes or topics guided by the objectives of this study then established the relationship among these themes or topics.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate factors influencing pupils' KCPE performance in public and private primary schools in Nakuru-North Sub-County, Kenya. Data was collected using questionnaires for head teachers, teacher and pupils sample population. An interview schedule was used to get data from the Education officer and an observation checklist was used by the researcher to survey on the availability and condition of teaching and learning resources and physical facilities. Collected data was compiled into frequencies and percentages, and then presented in tables. The data was then interpreted to answer the following research questions; how provision and adequacy of teaching and learning materials, condition of physical facilities, teacher qualification & experience and early completion of the syllabus influence KCPE performance in public and private primary schools.

4.2 Instrument return rate

The study sample comprised of 14 private schools and 12 public schools. Thus, 14 private and 12 public school head teachers, 70 private and 60 public school teachers, 140 private school pupils and 120 public school pupils participated in the study. Therefore, 416 questionnaires were administered. The 14 private and 12 public head teachers' questionnaires realizing 100 percent return rate. In regards to teachers, 65 teachers' questionnaires were returned from private schools, which was 92.9 percent return rate, while 59 teachers' questionnaires from public primary school, realizing

98.3 percent return rate. Pupils' questionnaires from private primary schools realized 90 percent return rate, which were 126 questionnaires, while 119 public school pupils' questionnaires were returned, that was 99.2 percent return rate. This response rate was considered satisfactory for the study. Moreover, the response rate from public schools was higher among all the respondents than in private schools.

4.3 Demographic information of the respondents

The study sought to establish the demographic information of the respondents to give an insight on the respondents' characteristics, which included respondents' gender, age bracket and school category. The researcher sought to find out the respondents' gender distribution and presented the findings in Table 4.1.

Table 4.1 Respondents' gender distribution

Gender		Head teachers		Teachers		Pupils	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	Public	8	30.8	15	12.1	52	21.2
	Private	9	34.6	27	21.8	61	24.9
Female	Public	4	15.4	44	35.5	67	27.4
	Private	5	19.2	38	30.6	65	26.5
Total		26	100.0	124	100.0	245	100.0

Information in table 4.1 reveals that 65.4 percent of the head teachers were male, while 66.1 percent of the teachers were female and 53.9 percent of the pupils were female. The findings also reveal that female teachers in private schools were slightly higher than in public primary schools. These findings are an indication that females were more than males in schools in Nakuru North Sub-County.

The researcher sought to find out respondents' age brackets and the responses were tabulated in Table 4.2.

Table 4.2 Respondents' age bracket

Age bracket	Head teachers				Teachers			
	Private		Public		Private		Public	
	Freq	%	Freq	%	Freq	%	Freq	%
Below 30 years	2	14.3	0	0.0	27	41.5	4	6.8
30 – 40 years	7	50.0	0	0.0	24	36.9	42	71.2
40 – 50 years	4	28.6	2	16.7	3	4.6	5	8.5
Over 50 years	1	7.1	10	83.3	11	1.5	8	13.6
Total	14	100.0	12	100.0	65	100.0	59	100.0

Table 4.2 shows that all head teachers in public primary schools were more elderly than their counterparts in private schools. This was because all the public school head teachers were over 40 years old while only 35.7 percent of private school head teachers were over 40 years old. From the teacher respondents' 41.5 percent of private school teachers were below 30 years while 71.2 percent of public school teachers were between 30 to 40 years. These findings imply that there are more elderly teachers in public primary schools than in private schools which have a higher population of younger teachers.

The researcher then sought to find out pupils' age and presented the findings in Table 4.3.

Table 4.3 Pupils' age

No of years	Public		Private	
	Frequency	Percentage	Frequency	Percentage
12 years	7	5.9	42	33.3
13 years	13	10.9	52	41.3
14 years	32	26.9	27	21.4
15 years	67	56.3	5	4.0
Total	119	100.0	126	100.0

The study findings show that 51.4 percent of the pupils in public primary schools are aged fifteen years while 48.6 percent of the pupils in private schools are aged 13 years. These findings imply that more pupils in public primary schools are older than their counterparts in private primary schools who seem to complete primary education while younger.

The researcher sought to find out respondents' school category distribution and presented the findings in Table 4.4.

Table 4.4 Respondents' category of schools

Response	Head teachers		Teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Public	12	46.2	59	47.6	119	48.6
Private	14	53.8	65	52.4	126	51.4
Total	26	100.0	124	100.0	245	100.0

The study findings reveal the study area had more private primary schools, 53.8 percent, than public primary schools, 46.2 percent. These findings also agreed with data collected from the DEO's office on the list of schools and their category distribution (Appendix Vii). Teachers were more in private schools, 52.4 percent, while pupils 51.4 percent were more in public schools. These findings imply that teacher pupil ratio in public primary schools is higher than in private primary schools due to the high number of pupils and low teacher population in public schools. While teacher population in private school is high and their pupil enrolment is low.

4.4 Influence of teaching and learning materials on pupils' performance in KCPE in private and public primary schools

The study sought to establish whether availing adequate teaching and learning materials influence performance in national examination, Objective I, the researcher provided respondents with statements on a likert scale on various materials used during teaching and learning process. Head teachers responses are presented in Table 4.5.

Table 4.5 Head teachers' responses on availability and Adequacy of Teaching/learning materials

Head teachers' response	Public n = 12						Private n = 14					
	Not available		Inadequate		Adequate		Not available		Inadequate		Adequate	
	F	%	F	%	F	%	F	%	F	%	F	%
Course books	0	0.0	9	75.0	3	25.0	0	0.0	0	0.0	14	100.0
Exercise books	0	0.0	1	8.3	11	91.7	0	0.0	0	0.0	14	100.0
Reference books	6	50.0	4	33.3	2	16.7	0	0.0	0	0.0	14	100.0
Writing tools	0	0.0	11	91.7	1	8.3	0	0.0	0	0.0	14	100.0
ICT equipment	1	100.0	0	0.0	0	0.0	0	0.0	11	78.6	3	21.4
Library books	7	58.3	4	33.3	1	8.3	0	0.0	0	0.0	14	100.0
Class-reader corner	4	33.3	8	66.7	0	0.0	0	0.0	0	0.0	14	100.0
Globe	1	8.3	11	91.7	0	0.0	0	0.0	7	50.0	7	50.0
Wall maps	0	0.0	12	100.0	0	0.0	0	0.0	0	0.0	14	100.0
Wall charts	0	0.0	12	100.0	0	0.0	0	0.0	0	0.0	14	100.0
Science Kits	0	0.0	12	100.0	0	0.0	0	0.0	0	0.0	14	100.0

Table 4.5 shows that 50 percent of the head teachers in public schools indicated that learning reference books are not available at all in their schools, while all the head teachers indicated that ICT equipment are not available. Moreover, 91.7 percent of the head teachers indicated that exercise books in public schools are adequate, while 58.3 percent, 33.3 percent and 8.3 percent of public schools do not have library books, class-reader corners and Globes respectively. On the other hand, all head teachers in private school indicated that all teaching and learning materials are adequate in their schools with an exception of 50 percent and 91.7 percent who indicated that available materials are not adequate on globes and ICT equipment respectively. These findings imply that provision ICT equipment was not effectively availed in all schools. Also

there is an existing disparity on the provision of teaching and learning materials in public schools than in private schools.

Teachers' responses on availability and adequacy of teaching and learning materials are presented in Table 4.6.

Table 4.6 Teachers' responses on availability and adequacy of teaching and learning materials

Teachers' response	Public n = 59						Private n = 65					
	Not available		Inadequate		Adequate		Not available		Inadequate		Adequate	
	F	%	F	%	F	%	F	%	F	%	F	%
Key course books	0	0.0	0	0.0	59	100.0	0	0.0	0	0.0	65	100.0
Exercise books	0	0.0	48	81.4	11	18.6	0	0.0	0	0.0	65	100.0
Reference books	0	0.0	52	88.1	7	11.9	0	0.0	0	0.0	65	100.0
Writing tools	0	0.0	31	52.5	28	47.5	0	0.0	0	0.0	65	100.0
ICT equipment	59	100.0	0	0.0	0	0.0	0	0.0	9	13.9	56	86.2
Library books	0	0.0	42	71.2	17	28.8	0	0.0	0	0.0	65	100.0
Class-reader corner	0	0.0	59	100.0	0	0.0	0	0.0	0	0.0	65	100.0
Globe	0	0.0	59	100.0	0	0.0	0	0.0	0	0.0	65	100.0
Wall maps	0	0.0	59	100.0	0	0.0	0	0.0	0	0.0	65	100.0
Wall charts	0	0.0	59	100.0	0	0.0	0	0.0	0	0.0	65	100.0
Science Kits	59	100.0	0	0.0	0	0.0	0	0.0	0	0.0	65	100.0

The teachers' responses in table 4.6 agreed to the head teachers' responses on the adequacy of teaching and learning materials. Teachers in public schools indicated that 100 percent of the key course books, 18.6 percent of exercise books, 11.9 percent of references and 28.8 percent of library books were adequate. 78.6 percent teachers in public primary schools indicated that inadequacy of teaching and learning materials,

while all teachers indicated that science kits and ICT equipment are not available in their schools. Private primary school teachers stated adequacy of all teaching and learning materials. This was an indication that adequacy of teaching and learning materials was lower in public primary schools than in private primary school.

Further, pupils' responses on the availability and adequacy of teaching and learning materials are presented in Table 4.7.

Table 4.7 Pupils responses on availability and adequacy of teaching and learning materials

Pupils' response	Public n = 119						Private n = 126					
	Not available		Inadequate		Adequate		Not available		Inadequate		Adequate	
	F	%	F	%	F	%	F	%	F	%	F	%
Key course books	0	0.0	0	0.0	119	100.0	0	0.0	0	0.0	126	100.0
Exercise books	0	0.0	0	0.0	119	100.0	0	0.0	0	0.0	126	100.0
Reference books	0	0.0	78	65.6	41	34.4	0	0.0	0	0.0	126	100.0
Writing tools	0	0.0	65	54.6	63	45.4	0	0.0	0	0.0	126	100.0
ICT equipment	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0	0	0.0
Library books	12	10.1	89	74.8	18	15.1	0	0.0	0	0.0	126	100.0
Class-reader corner	41	34.4	78	65.6	0	0.0	0	0.0	0	0.0	126	100.0
Globe	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Wall maps	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Wall charts	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Science Kits	119	100.0	0	0.0	0	0.0	0	0.0	0	0.0	126	100.0

Table 4.6 shows that 81.3 percent of pupils in public primary schools indicated that available teaching and learning materials are not adequate, while pupils in private primary school agreed that materials in their schools were available and adequate. Data

from the Education officer that provision of teaching and learning materials was better placed in private primary schools than in public primary school. The officer also stated that private primary schools in the study area are more than public primary schools and their performance in KCPE examination outshined that of their public primary school counterparts, Appendix VII. The researcher also observed that in many private primary school compounds, educational posters, mobiles and wall charts were displayed on the walls of buildings. These findings imply that provision of adequate teaching and learning materials promote academic performance and these could be the reason why private primary schools perform better than public primary schools because their learners are in contact with necessary materials at all times. This is in-line with Eshiwani 1993, and MoE 2007, who stated that education resources account for scholastic differences between types of schools. The provision of learning materials is the most crucial resource to educational performance. For instance, textbooks, whether designed for use in activities led by the teacher or independently by the students, offer basic instructional design formats, and has implications for academic improvements in the educational system.

The researcher sought to find out how many pupils shared a textbook in school and presented the head teachers' responses on Table 4.8.

Table 4.8 Head teachers' responses on pupil textbook ratio

No. of pupils	Public		Private	
	Frequency	Percentage	Frequency	Percentage
1:1	0	0.0	12	85.7
1:2	2	16.7	2	14.3
1:3	2	16.7	0	0.0
1:4	7	58.3	0	0.0
>1:4	1	8.3	0	0.0
Total	12	100.0	14	100.0

Table 4.8 shows that 58.3 percent of the head teachers in public primary schools indicated that four pupils in their schools share a textbook among, while in 85.7 percent of the private primary school pupils do not share textbooks among pupils. However, 14.3 percent of the private school head teachers indicated that textbooks in their schools are shared among two pupils. These findings agreed with the Education officer who stated that pupils in most public primary schools share one textbook per desk while pupils in their private primary school each child is provided for a textbook. These findings imply that pupils in public primary schools overstretch the limited teaching and learning materials in their schools. These findings concur with MoE 2010 and SACMEQ Report 2011, only 78 percent of the Standard 6 pupils had at least one exercise book, a pencil or a pen, and a ruler. There is a large difference between public 77 percent and private schools 90 percent in the provision of these three basic learning materials. However, findings from the researchers own observation, textbooks in many public primary schools are in very bad condition since they are torn out.

4.5 Influence of physical facilities on pupils' performance in KCPE in private and public primary schools

Physical infrastructure should be adequate and properly located free of any risks of users or to those around them to enhance effective school learning environment which promotes educational performance (MOEST, 2001). To establish whether the condition of physical facilities in schools influence academic performance, Objective II, the researcher sought to find out on the adequacy of the physical facilities from the respondents. Head teachers' responses were presented on Table 4.9.

Table 4.9 Head teachers' responses on availability and adequacy of school's physical facilities

Head teachers' response	Public n =12						Private n = 14					
	Not available		Inadequate		Adequate		Not available		Inadequate		Adequate	
	F	%	F	%	F	%	F	%	F	%	F	%
Classrooms	0	0.0	9	75.0	3	25.0	0	0.0	0	0.0	14	100.0
Chalk wall	0	0.0	0	0.0	12	100.0	0	0.0	0	0.0	14	100.0
Book shelves	0	0.0	5	41.7	7	58.3	0	0.0	0	0.0	14	100.0
Dining hall	12	100.0	0	0.0	0	0.0	0	0.0	0	0.0	14	100.0
Library	8	66.7	4	33.3	0	0.0	0	0.0	0	0.0	14	100.0
Lighting and ventilation	0	0.0	10	83.3	2	16.7	0	0.0	0	0.0	14	100.0
Pupils desk	0	0.0	8	66.7	4	33.3	0	0.0	0	0.0	14	100.0
Sanitary facilities	0	0.0	1	8.3	11	91.7	0	0.0	0	0.0	14	100.0
Water supply	0	0.0	12	100.0	0	0.0	0	0.0	0	0.0	14	100.0
Playground	0	0.0	0	0.0	12	100.0	0	0.0	6	42.9	8	57.1
Teachers desk	0	0.0	0	0.0	12	100.0	0	0.0	0	0.0	14	100.0

From the findings in Table 4.9, 75 percent of the head teachers in public primary schools indicated that classes in their schools were inadequate, while 83.3 percent indicated that lighting and ventilation in the classes were inadequate, none of them indicated that their schools had dining halls. Chalk walls, play grounds and teachers' desks in public schools are adequate. However, in private primary schools, head teachers indicated that there was adequacy of physical facilities with an exception of play-grounds in their schools which 42.9 percent were inadequate. These findings imply that physical facilities in private primary schools are better availed than in public primary schools despite their limited available school land in private schools. These findings concur with the Southern Africa Consortium for Monitoring Education Quality (SACMEQ) survey of 2001 that stated that the benchmark for classroom furniture included sitting and writing places, one per pupil; and a chalkwall, one per class. Schools also tend to be overcrowded with regard from small to average classroom space per pupil with extremely crowded sanitary facilities shared by pupils compromising pupil's health that lowers academic performance. It also agrees with UNICEF (2000) which states that public schools tend to be overcrowded with regard from small to average classroom space per pupil with extremely crowded sanitary facilities shared by pupils compromising pupil's health that lowers academic performance.

Then the teachers' responses were presented in Table 4.10.

Table 4.10 Teachers’ responses on the availability and adequacy of physical facilities

Teachers’ response	Public n = 59						Private n = 65					
	Not available		Inadequate		Adequate		Not available		Inadequate		Adequate	
	F	%	F	%	F	%	F	%	F	%	F	%
Classrooms	0	0.0	48	81.4	11	18.6	0	0.0	0	0.0	65	100.0
Chalk wall	0	0.0	3	5.1	56	94.9	0	0.0	0	0.0	65	100.0
Book shelves	0	0.0	51	86.4	8	13.6	0	0.0	0	0.0	65	100.0
Dining hall	59	100.0	0	0.0	0	0.0	0	0.0	5	7.7	60	92.3
Library	32	54.2	21	35.6	6	10.2	0	0.0	0	0.0	65	100.0
Lighting and ventilation	2	3.4	36	61.0	21	35.6	0	0.0	0	0.0	65	100.0
Pupils desk	0	0.0	56	94.9	3	5.1	0	0.0	0	0.0	65	100.0
Sanitary facilities	0	0.0	48	81.4	11	18.6	0	0.0	0	0.0	65	100.0
Water supply	11	18.6	41	69.5	7	11.9	0	0.0	0	0.0	65	100.0
Playground	0	0.0	0	0.0	59	100.0	0	0.0	54	83.1	11	16.9
Teachers desk	0	0.0	2	3.4	57	96.6	0	0.0	0	0.0	65	100.0

From the information contained in Table 4.10, 81.4 percent, 86.4 percent, 94.9 percent, 81.4 percent, 69.5 percent of the teachers in public primary schools indicated that classrooms, bookshelves, pupils’ desks, sanitary facilities and water supplies are inadequate respectively. However, dining halls were not available at all in their schools. This situation is contrary in private schools, where the physical facilities are adequate, though, play grounds in 82.8 percent of the private primary schools were inadequate.

Pupils were also requested to indicate the availability and adequacy of physical facilities in their schools. Their responses were tabulated in Table 4.11.

Table 4.11 Pupils' responses on the availability and adequacy of physical facilities

Pupils' response N = 245	Not available		Public n = 119				Not available		Private n = 126			
			Inadequate		Adequate				Inadequate		Adequate	
	F	%	F	%	F	%	F	%	F	%	F	%
Classrooms	0	0.0	0	0.0	119	100.0	0	0.0	0	0.0	126	100.0
Chalk wall	0	0.0	95	79.8	24	20.2	0	0.0	0	0.0	126	100.0
Book shelves	0	0.0	103	86.6	16	13.4	0	0.0	0	0.0	126	100.0
Dining hall	0	0.0	62	52.1	29	47.9	0	0.0	0	0.0	126	100.0
Library	119	100.0	0	0.0	0	0.0	0	0.0	22	17.5	104	82.5
Lighting and ventilation	0	0.0	83	69.8	36	30.2	0	0.0	0	0.0	126	100.0
Pupils desk	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Sanitary facilities	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Water supply	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Playground	0	0.0	119	100.0	0	0.0	0	0.0	0	0.0	126	100.0
Teachers desk	119	100.0	0	0.0	0	0.0	0	0.0	0	0.0	120	100.0

From the information contained in Tab 4.11 majority of the pupils concurred with both their teachers and head teachers responses on the availability and adequacy of physical facilities in their schools. However, 79.8 percent of the pupils in public schools indicated that chalk walls in their schools were inadequate, while 17.5 percent of the pupils in private schools indicated that library books in their schools were inadequate findings that disagreed with their teachers and head teachers in both categories of schools. This was an indication that physical facilities in schools are availed though not adequate. These findings are in line with Ayot and Briggs (1992), who stated that

availability of physical facilities provides evidence based on cognitive achievements of pupils that learning resources have important influence on final examination results.

The researcher sought to find out whether pupils sitting in class hinder or promote pupils performance. Head teachers responses on pupil-desk ratio were presented in Table 4.12.

Table 4.12 Pupils’ responses on pupil desk ratio

No. of pupils	Public		Private	
	Frequency	Percentage	Frequency	Percentage
1:1	1	8.3	11	64.2
1:2	1	8.3	3	21.5
1:3	2	16.7	1	14.3
1:4	6	50.0	0	0.0
>1:4	2	16.7	0	0.0
Total	12	100.0	14	100.0

Table 4.12 shows that, 64.2 percent of pupils in private primary schools sit on one seater desks, while 66.7 percent of the public primary schools up to four pupils sit on a desk. This was an indication that pupils in public are overcrowded in desks, hindering their utilization of their time on task which is translated in their academic performance. This realization is in agreement with Ayot and Briggs (1992), who found out that up to six pupils will squeeze onto a desk meant for only two. Sad enough, such a huge class needs to share that single black wall irrespective of the seating position.

The researcher made observations on the existence of physical facilities in schools in the study area and presented the findings on the existence of physical facilities in table 4.13.

Table 4.13 Researchers’ observation on the existence of physical facilities

Existence	Public n = 12		Private n = 14	
	Frequency	Percentage	Frequency	Percentage
Windows	12	100.0	14	100.0
Building roofs	12	100.0	14	100.0
Doors	12	100.0	14	100.0
Bookshelves	2	16.7	8	57.1
Water points	4	33.3	6	42.9
Buildings lighting	12	100.0	14	100.0
Learners’ furniture	12	100.0	14	100.0

The study findings in Table 4.13 shows that buildings, roofs, lighting, windows, doors and learners’ furniture, were present in all private and public schools. However, in both types of schools water points 66.7 percent in public schools and 57.1 percent private schools do not exist. Only 16.7 percent public schools had bookshelves in their schools. This findings imply that in most public schools’ physical facilities were presents though, they were either minimum or not in existence. These findings differed with Glewwe et al. (2007), who outline that physical facilities in public schools are minimal and classrooms are often dilapidated and sometimes non-existent. Further the

researcher observed on the conditions of the physical facilities and presented the findings in Table 4.14.

Table 4.14 Existence and conditions of the physical facilities in schools

Existence	Public n = 12		Private n = 14	
	Frequency	Percentage	Frequency	Percentage
Shutable windows	6	50.0	11	78.6
Leaking roofs	8	66.7	1	7.1
Lockable doors	2	14.3	14	100.0
Firm bookshelves	3	21.4	14	100.0
Proper lighting	2	16.7	14	100.0
Broken furniture	10	83.3	0	0.0

Table 4.14 shows that the researcher observed that in 83.3 percent public schools the conditions of the various physical facilities were poor. For instance in 66.7 percent of the classrooms in public schools had leaking roofs, while only 16.7 percent had proper lighting, 83.3 percent of the furniture and 78.6 percent of the bookshelves were broken and 14.3 percent of the doors and 50 percent of the windows were not lockable. On the other hand all private schools had proper lightings, firm bookshelves and lockable doors, while 78.6 of their windows were shutable. Only 7.1 percent of the private schools had leaking roofs. This was an indication that despite the availability of the physical facilities in public schools, their working conditions were questionable. On the other hand majority of the physical facilities in private schools were in proper working condition, thus facilitating conducive learning environment. Though in most

of the private schools classroom sizes were smaller and pupils were crowded in smaller rooms than recommended. This was in line with MOEST (2001), report that recommends that the size of classrooms in terms of length and width should be 7.5M X 5.85M and such classrooms should accommodate a maximum of 30 learners in 1 seater desks or 40 learners in 2 seater desks. Data from the DEO revealed that poor learning environment was the main challenge faced by public primary schools' pupils since funds provided by the government to finance school development from the CDF, ESP and LATIF programmes are not enough for the dilapidated conditions of the facilities schools. These findings agree with Musamas (2006) who assumes that primary education continues to experience many challenges relating to access and equity. Key among them is overstretched facilities, poor learning environment due to overcrowding and inadequate facilities. Teachers attempt to provide instructions with only a chalkwall as a teaching aid which hinders high academic scores. It is agreed that physical assets have a lot to do with moral education; that it is a fact that an attractive environment lifts the human spirit. It would be easier for a teacher in a neat, well-built school with adequate facilities.

4.6 Influence of teacher qualification and experience on pupils' performance in KCPE national examination in private and public schools

To establish whether teacher qualification and experience influence pupils' academic performance Objective III, the researcher sought for their highest professional qualification. Their responses were tabulated in Table 4.15.

Table 4.15 Head teachers' highest professional qualification

Qualification	Public		Private	
	Frequency	Percentage	Frequency	Percentage
P1	0	0.0	6	42.9
Diploma	2	16.7	4	28.6
B.Ed	5	41.6	3	21.4
Untrained	0	0.0	0	0.0
Master	2	16.7	1	7.1
ATS	3	25.0	0	0.0
Total	12	100.0	14	100.0

Table 4.15 shows that 41.6 percent of the head teachers in public primary schools indicated that bachelor of education as their highest professional qualification, while 42.9 percent of the head teachers in private schools were P1 certificate holders. Although, 25 percent of head teachers in public primary schools had attained various ATS levels as their highest professional qualification, while none of their counterparts in private schools had attained this qualifications. This was an indication that school heads in public schools had attained higher qualifications than the private schools heads. Thus this was deemed not to be a reason for the widening gap in academic achievements in both types of schools.

The researcher also sought to find out teachers' highest professional qualification and presented the findings as shown in Table 4.16.

Table 4.16 Teachers' highest professional qualification

Qualification	Public		Private	
	Frequency	Percentage	Frequency	Percentage
P1	17	28.8	27	41.5
Diploma	25	42.4	14	21.5
B.Ed	13	22.0	11	16.9
Untrained	0	0.0	2	3.2
Master	4	6.8	11	16.9
Total	59	100.0	65	100.0

From the study findings 42.4 percent of teachers in public primary schools had attained Diploma in Education as their highest academic qualification, while 41.5 percent of private primary school teachers were P1 holders. This was an indication that public primary school teachers were able to attain higher professional training, implying that they are able to attend in-service training than private schools teachers. Therefore teachers in public schools are able to interact with learners better during the teaching and learning process. This is in line with SACMEQ report of (2011), that emphasizes the dynamics of the teaching and learning process as teachers and learners interact in the classroom well with learning resources that calls for better trained teachers.

The researcher then sought to find out whether teachers are interviewed on appointment and presented the findings in Table 4.17.

Table 4.17 Teachers' responses on interviews on appointment

Qualification	Private		Public	
	Frequency	Percentage	Frequency	Percentage
Yes	47	72.3	45	76.3
No	18	27.7	14	23.7
Total	65	100.0	59	100.0

From the study findings 76.3 percent of the public school teachers and 72.3 percent private primary school teachers are interviewed on appointment. This findings imply that teachers are assessed on appointment thus their effectiveness during instructional process, an indication that teachers in both schools are quantified on their ability which will be translated in pupils' achievement in KCPE examination. This agrees with Graffins, 1994, who states that a teacher should be capable of passing to his students the love of the subject he/she is teaching and the necessary skills on the curriculum followed and learning resources available. Though how a teacher assimilates him or herself into a school system prior training is very essential for content delivery to pupils. A teacher leader role is one that needs to be embraced if he or she has to function effectively in the classroom. The researcher then sought for the reason for interviewing teachers and presented teachers' responses on Table 4.18.

Table 4.18 Reasons for interviewing teachers on appointment

Reasons	Private		Public	
	Frequency	Percentage	Frequency	Percentage
School regulations	0	0.0	3	21.4
Formality	2	16.7	4	28.6
Assessment	5	41.6	6	42.9
Not needed	3	25.0	0	0.0
Total	12	100.0	14	100.0

From the study findings 42.9 percent of the head teachers in public schools and 41.6 percent of head teachers in private schools indicated that they interview teachers up on appointment to assess their qualification and experience. Thus an indication that teacher's ability should be considered to ensure that teachers teaching pupils are qualified. Further, 28.6 percent of public primary school teachers indicated that they are interviewed by the TSC as a formality of assimilation. These findings imply that teacher assessment is important to enhance improved academic performance.

4.7 Influence of early completion of syllabus on pupils' performance in KCPE in private and public schools

To establish whether early completion of the syllabus influence pupils' academic performance Objective V, the researcher sought to find out whether schools set deadline for teachers to complete the syllabus and presented the findings in Table 4.19.

Table 4.19 Teachers’ responses on whether they have set deadlines to complete the syllabus

Response	Private		Public	
	Frequency	Percentage	Frequency	Percentage
Yes	65	100.0	58	98.3
No	0	0.0	1	1.7
Total	65	100.0	59	100.0

From the study findings 98.3 percent of the teachers in public primary schools and all teachers in private schools indicated that in their schools there is set deadlines for syllabus completion, though 1.7 percent of public primary school head teachers indicate that deadlines are not set for syllabus completion. This is an indication that curriculum process is effectively adhered to in schools in the study area thus, promoting academic achievement of the learners. The researcher then sought to find out then the set deadline for syllabus completion was due. The teachers’ responses were presented as shown in Table 4.20.

Table 4.20 Head teachers' responses on the due time for syllabus completion

Month	Public		Private	
	Frequency	Percentage	Frequency	Percentage
March	0	0.0	6	42.9
July	2	16.7	4	28.6
September	5	41.6	3	21.4
November	3	25.0	0	0.0
Total	12	100.0	14	100.0

From the study findings 42.6 percent of private schools revealed that they set deadline for their teachers to complete the syllabus in March while 41.6 percent of the public schools set September deadlines. This implied that private schools complete the syllabus very early in the year thus have enough time for revisions. However public schools complete the syllabus late towards the end of the year thus no time is reserved for pupils to revise for the final examination. This was an indication that this difference in time frame could lead to the wide gap in pupils KCPE performance.

The researcher sought to find out respondents perspectives on the benefits syllabus coverage through various curriculum process. The respondents' responses were as shown in Table 4.21.

Table 4.21 Public schools syllabus coverage benefits from curriculum process

School benefits N = 12	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Instructional material development	9	75.0	2	16.7	1	8.3	0	0.0
Development of work plans, lesson plans records of work	5	41.7	2	16.7	3	25.0	2	16.7
Improving actual classroom instruction through better methods of teaching	2	16.7	4	33.3	5	41.7	1	8.3
Mentorship on syllabus coverage	5	41.7	1	8.3	0	0.0	6	50.0
In service training (workshops/ seminars)	8	66.7	1	8.3	3	25.0	0	0.0
Time management	10	83.3	2	16.7	0	0.0	0	0.0
Team work and collegial teaching	0	0.0	1	8.3	7	58.3	4	33.3

The study findings in Table 4.21 show that 83.3 percent of the public school head teachers indicated that time management was the most prioritized curriculum process that enhances syllabus coverage. While 41.7 percent indicated that development of work plans, lesson plans records of work scored second followed by 75 percent who indicated that instructional material development. Moreover 16.7 percent indicated that improving actual classroom instruction through better methods of teaching, while 41.7 percent agreed that mentorship on syllabus coverage and in service training (workshops/ seminars). Team work and collegial teaching scored the lowest

agreement which was 8.3 percent. This was an indication that effective implementation of the curriculum process facilitates early syllabus coverage.

To confirm if this was the case in private schools the likert scale was presented to teachers and their responses tabulated as shown in Table 4.22.

Table 4.22 Private schools syllabus coverage benefits from curriculum process

School benefits N = 14	SA		A		S		SD	
	F	%	F	%	F	%	F	%
Instructional material development	2	16.7	9	75.0	1	8.3	0	0.0
Development of work plans, lesson plans records of work	5	41.7	2	16.7	3	25.0	2	16.7
Improving actual classroom instruction through better methods of teaching	2	16.7	4	33.3	5	41.7	1	8.3
Mentorship on syllabus coverage	5	41.7	1	8.3	0	0.0	6	50.0
In service training (workshops/seminars)	3	25.0	1	8.3	8	66.7	0	0.0
Time management	10	83.3	2	16.7	0	0.0	0	0.0
Team work and collegial teaching	0	0.0	1	8.3	7	58.3	4	33.3

Table 4.22 shows that private school head teachers concurred with the public school teachers on the effective implementation of the curriculum process on syllabus coverage. Though there was a higher disagreement on the contribution of in-service training among the private school heads which was 66.7 percent. This implies that syllabus completion had a direct influence on pupils KCPE performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate factors influencing KCPE performance in public and private primary schools in Nakuru-North Sub-County, Kenya. The objectives were to determine whether provision and adequacy of teaching and learning materials, conditions of physical facilities, teacher qualification and experience and school curriculum influences KCPE performance in public and private primary schools.

The study was based on Cognitive theory of motivation by Nona Tollefson (2000). Descriptive survey research design was used in this study because it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values.

Simple random sampling was used to select 30 percent of the schools thus fourteen private schools and twelve public schools participated in the study. Four schools were purposively selected in each of the three educational zones, two best performing and two poor performers of each of the school category. Thus, the total sample for the study comprised of 26 head teachers, 130 teachers, 260 pupils and one educational officer. The data was collected through use of questionnaires, interview schedule and an observation checklist to examine the condition of learning resources and physical

facilities in the sampled schools. The test-retest technique was used to test the consistence of the instrument.

All head teachers' questionnaires were returned 100 percent, 124 teachers questionnaire 95.4 percent and 245 questionnaires were returned from pupils, representing response rate 94.2 percent. Therefore 395 questionnaires were returned a 95.0percent response rate. Collected data was analyzed both qualitatively and quantitatively.

5.3 Summary of the findings

Personal information of the respondents was sought to give an insight on the respondents' characteristics, which included respondents' gender, age bracket and school type. The study findings showed majority of the head teachers 65.4 percent were male, while majority of the teachers 61.3 percent were female and majority of the pupils 53.5 percent were female. These findings imply that females were more than males depicting male dominance in headship. Majority of the head teachers 69.2 percent were over 50 years old while majority of the teachers 57.3 percent were in the age bracket of 30 to 40 years. These findings imply that more elderly teachers are likely to be in headship than younger teachers. However, majority of the pupils 51.4 percent in public primary schools were aged fifteen years and above while most of the pupils 48.6 percent in private primary schools were aged 13 years. These findings imply that pupils in public primary schools are usually over-aged though their counterparts in private primary schools complete primary education while younger. This age difference depicted that pupils in public primary schools could either be repeating classes or enrolled in school late.

The study area had more private than public primary schools. Teachers were more in private primary schools while pupils were more in public schools. These findings imply that teacher pupil ratio in public primary schools is higher than in private primary schools.

5.3.1 Influence of teaching and learning materials on pupils' performance in KCPE, national examination in private and public primary schools

To establish whether providing adequate teaching and learning materials influence performance in national examination, Objective I, the study findings revealed that half of the head teachers in public schools indicated that teaching and learning references books are not available at all in their schools, while all the head teachers indicated that ICT equipment are not available. Majority of the head teachers 91.7 percent indicated that exercise books in public schools are available and adequate. However, all head teachers in private school indicated that all teaching and learning materials are available and adequate in their school with an exception of 50percent and 91.7 percent who indicated that available materials are not adequate (globes and ICT equipment respectively), responses that were confirm by teachers. These findings imply that provision of teaching and learning materials were better placed in private primary schools than in public primary schools, though provision of ICT equipment was not effectively availed in all schools. Also the findings from an interview with the DEO revealed that public primary schools fall short of important learning materials due to the limited funds availed by the government. He further stated that allocated funds are disbursed late causing public primary schools to suffer uncalled for shortages of teaching and learning materials.

From the study findings majority of the pupils in private primary schools have a textbook for each pupil, on the other hand majority of their counterparts 96.7percent indicated that a textbook is shared among four or more pupil schools. This was an indication that pupils in private primary schools are able to effectively learn during instructional process and even in the absence of a teacher, thus improving their knowledge content acquisition in KCPE performance.

5.3.2 Influence of physical facilities on pupils' performance in KCPE, national examination in private and public primary schools

To establish whether the condition of physical facilities in schools influence academic performance (Objective II), the findings revealed that, majority of the head teachers 75 percent in public primary schools indicated that classes in their schools were available but in adequate, 83.3percent indicated that lighting and ventilation in the classes were inadequate, while none of them indicated that their schools had dining halls. However, in private primary schools, head teachers indicated that there was availability and adequacy of physical facilities with an exception of play-grounds in their schools. These findings imply that physical facilities in private primary schools are better availed than in public primary schools despite their limited available school land. This was an indication that privately owned schools are built on small pieces of land leaving little room for the playgrounds. This was an indication that physical facilities in schools are availed though not adequate.

From the study findings majority of pupils in private primary schools sit on one seater desks, while majority of the public primary schools up to four pupils sit on a desk. This was an indication that pupils in public schools are overcrowded in desks, hindering

their utilization of their time on task which is translated in their academic performance. Buildings roofs & lighting, windows, doors and learners' furniture, were present in all schools. However, in both types of schools water points do not exist in some of the schools. Although in most public schools the conditions of the various physical facilities were poor. For instance in most schools the classrooms had leaking roofs, while only a minority had proper lighting, majority of the furniture and bookshelves were broken and most of the doors and windows were not lockable (respectively). This was an indication that despite the availability of the physical facilities, their working conditions was questionable. On the other hand majority of the physical facilities in private schools were in proper working condition, thus facilitating conducive learning environment. Though in most of the private schools classroom sizes were smaller and pupils were crowded in smaller rooms than recommended.

Data from the DEO revealed that poor learning environment was the main challenge that face public primary schools' pupils since funds provided by the government to finance school development from the CDF, ESP and LATIF programmes are not enough for the dilapidated conditions of the facilities schools. He further stated that private schools fund their running through high cost charged on pupils' school fees.

To establish whether teacher qualification and experience influence pupils' academic performance (Objective III), most of the head teachers in public primary schools indicated that bachelor of education as their highest professional qualification, while most of the head teachers in private schools were P1 certificate holders. Although, 25 percent of head teachers in public primary schools had attained various ATS levels as their highest professional qualification, while none of their counterparts in private schools had attained this qualifications. This was an indication that school heads in

public schools had attained higher qualifications than the private schools heads. Thus this was deemed not to be a reason for the widening gap in academic achievements in both types of schools.

5.3.3 Influence of teacher qualification and experience on pupils' performance in KCPE, national examination in private and public schools

The study findings showed that majority of teachers in public primary schools had attained Diploma in Education as their highest academic qualification, while most of the private primary school teachers were P1 holders. This was an indication that public primary school teachers were able to attain higher professional training, implying that they are able to attend in-service training than private schools teachers. Majority of the public and private primary school teachers are interviewed on appointment. This findings imply that teachers are assessed on appointment thus their effectiveness during instructional process.

From the study findings majority of the head teachers indicated that they interview teachers up on appointment to assess their qualification and experience. Further public primary school teachers indicated that they are interview by the TSC as a formality of assimilation. Majority of the respondents indicated that they set syllabus completion deadlines for their teachers, though 1.6 percent of pubic primary school head teachers indicate that they do not set deadlines for syllabus completion. This is an indication that curriculum process is effectively adhered to in schools in the study area thus, promoting academic achievement of the learners.

5.3.4 Influence of early completion of syllabus on pupils' performance in KCPE, national examination in private and public schools

From the study findings majority of private schools revealed that they set deadline for their teachers to complete the syllabus in March while most of the public schools set September deadlines. This was an implication that private schools complete the syllabus very early in the year thus have enough time for revisions. However public schools complete the syllabus late towards the end of the year thus no time is reserved for pupils to revise for the final examination. This was an indication that this difference in time frame could lead to the wide gap in pupils KCPE performance.

Majority of the respondents indicated that time management was the most prioritized curriculum process that enhances syllabus coverage. While development of work plans, lesson plans records of work scored second followed by instructional material development, improving actual classroom instruction through better methods of teaching, mentorship on syllabus coverage and in service training (workshops/seminars). Team work and collegial teaching scored the lowest. This was an indication that effective implementation of the curriculum process facilitates early syllabus coverage. This implies that syllabus completion had a direct influence on pupils KCPE performance.

5.4 Conclusions

The study came up with the following conclusions:

Provision and adequacy of learning materials and physical facilities enhances pupils' performance which is eventually reflected in their KCPE performance. The quality of teachers and teaching is a determinant for learner achievement. The pupil-teacher ratio

exceeding 40 to one is a hindrance on learner achievement thus, overcrowding is typically an educational disadvantage to learners. Syllabus coverage and performance have a direct link since pupils go to the examination room having covered all the course content.

5.5 Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations;

- i. The government through the ministry of education should ensure early disbursement of funds for the provision of learning materials in public schools to ensure that pupils' performance is not hindered by the unavailability and inadequacy of these materials.
- ii. The school community (school administration, society, parents and other stakeholders) should come up with facility development and renovation measures so as to raise funds to build or renovate existing physical facilities so as to improve the condition the of learning environment.
- iii. The government should provide clear policy guidelines on how school communities could provide physical facilities that offer proper hygiene to ensure that schools are child friendly.
- iv. The government should carry out a thorough staff balancing exercise in both private and public schools to ensure that all schools have enough teachers.
- v. Teachers should be taken through in-service courses to train on new ways of instruction process to improve their knowledge that will eventually be translated in pupils' academic performance.

5.6 Suggestions for further research

The researcher suggests that;

- i. This study should be replicated in other Sub-Countys in the country for comparison of the results.
- ii. A study should be carried out to find out to compare staffing procedures of teachers in private and public primary school.
- iii. A study should be done on the institutional factors that influence teacher motivation on pupils' academic performance.

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APPENDIX I

LETTER OF INTRODUCTION

School of Education
University of Nairobi
P.O. Box 30197- Nairobi.

The Head teacher

_____ School

Dear Sir / Madam,

REF: PERMISSION TO CONDUCT STUDY IN YOUR SCHOOL

I am a post graduate student at the Department of Education, Educational Foundations Comparative Studies, University of Nairobi. I am conducting a research project on the **factors influencing performance of pupils in public and private primary schools in Nakuru-North Sub-County** . I will be grateful if you allow me carry out the research in your school.

I would like to assure you that all the information provided will be for the purpose of the research and would be treated with utmost confidentiality.

Thanks for your cooperation.

Yours faithfully,

Jecinta Wairimu Njenga.

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

Instructions: Kindly answer the following questions. The answers provided will be confidential and will only be used for the purpose of this research. Please do not indicate your name and that of your school.

Section A: Demographic data

1. What is your gender? Male Female
2. What is your age bracket? 30 years and below 30 -40 years 40-50 years 50- 60 years
3. What is the category of your school? Public Private
4. What is your academic qualification? P1 Diploma B. Ed
untrained teacher Masters ATS
5. For how long have you been in the teaching profession?
Less than one year 6 – 10 years 16 - 20 years
1 – 5 years 11 – 15 years Over 20 years
6. For how long have you served in the current school? Less than 5 years
5- 10 years 10 – 15 years more than 15

Section B: Factors influencing academic performance

7. Kindly rate the availability and adequacy of teaching/learning materials in your school using the following scale; 1 = Not available, 2 = Inadequate, 3 = Adequate.

Teaching/learning materials	1	2	3
Key course text books.			
Exercise books			
Learning references books.			
Writing tools like pencils, pens, rulers			
ICT equipment			
Teachers' reference books.			
Library books			
Class-readers corner			
Globe			
Wall maps			
Wall charts			

8. How many pupils share a textbook in your school? One Two
Three Four More than four

9. Kindly rate the availability and adequacy of the following physical facilities in your school using the following scale; 1= Not available, 2 = Inadequate, 3 = Adequate.

Physical facilities	1	2	3
Classrooms			
Chalk walls			
Book shelves			
Dining hall			
Library			
Lighting & ventilation in classroom			
Pupils' desks			
Sanitary facilities (toilets and latrines)			
Water supply (tanks, taps)			
Hand washing tub			
Teacher's chair and desk in every classroom			
Play-ground			
Flower beds			

10. How many pupils sit on one desk in your school? One [] Two []
Three [] Four [] More than four []

11. Kindly indicate the current pupil enrolment in your school. Boys ... Girls ...

12. Kindly indicate the number of pupils enrolled in each class in your school

Year/class	1	2	3	4	5	6	7	8	TOTAL
2010									
2011									
2012									
2013									

13. Kindly indicate the number of teachers in your school for the following years.

Year	2010	2011	2012	2013
No of teachers				

14. Are teachers interviewed on appointment? Yes [] No []

b) Explain your answer _____

15. Does your school have a set deadline for teachers to complete the syllabus?

Yes [] No []

- b) If yes when? March [] June [] September [] November []

16. How long do your teachers spend in class? 7 hours [] 8 hours []

9 – 10 hours [] 10 – 12 hours [] Over 12 hours []

17. Kindly rate whether your school has benefitted from the curriculum process using the following scale; Strongly Agree (SA), agree (A), Disagree (D) or Strongly Disagree (SD). (Tick (√) where applicable)

School benefits	SA	A	S	SD
Instructional material development				
Development of work plans, lesson plans records of work				
Improving actual classroom instruction through provision of teaching aids				
Mentorship on syllabus coverage				
In service training workshops and seminars for teachers				
Time management				
Team work and collegial teaching				

18. In what ways can syllabus coverage affect curriculum development?

19. What problems do teachers face during teaching/learning process due to their prior training? _____

b) How can the above problems be solved?

20. What are the causes of poor academic performance in schools?

21. Kindly indicate the KCPE mean grade in the following years.

YEAR	2009	2010	2011	2012	2013
SCORE					

Thank you for your cooperation.

8. Kindly indicate the availability of physical facilities using the following scale; 1 = Not available, 2 = Inadequate and 3 = Adequate

Physical facilities	1	2	3
Classrooms			
Bookshelves			
Chalkwall			
Dining hall			
Library			
Lighting & ventilation in classrooms			
Pupils' desks			
Sanitary facilities (toilets and latrines)			
Water supply (tanks, taps)			
Hand washing tub			
Teacher's chair and desk in every classroom			
Play-ground			

8. How many pupils sit on one desk? One [] Two []
 Three [] Four [] More than four []

9. How many pupils do you have in your class?
 Less than 20 [] 21 – 39 [] 40 – 49 [] Above 50 []

10. Were you interviewed on appointment? Yes [] No []

b) Explain your answer _____

12. How many lessons do you teach per week?

Less than 30 ()
 31 - 35 ()
 36 – 40 ()
 More than 40 lessons ()

13. Do you offer remedial teaching to your pupils? Yes () No ()

14. Do you assign homework to your pupils? Yes () No ()

15. How often do you mark pupils' class assignments? Once daily []

Once weekly [] During lessons []

16. Does your school have a set deadline for teachers to complete the syllabus?

Yes [] No []

- b) If yes when? March [] June [] September [] November []

17. Kindly rate whether your school has benefitted from the curriculum process using the following scale; Strongly Agree (SA), agree (A), Disagree (D) or

Strongly Disagree (SD). Tick (√) against the scale to the best of your knowledge.

School benefits	SA	A	D	SD
Instructional material development				
Development of work plans, lesson plans records of work				
Improving actual classroom instruction through better methods of teaching				
Mentorship on syllabus coverage				
In service training (workshops/seminars)				
Time management				
Team work and collegial teaching				
Teaching staff in our school is qualified and effective in promoting the learning process				

18. In what ways can the syllabus coverage affect curriculum development?

19. What problems do teachers face during the teaching process due to the prior teaching/learning training? _____

20. How can the above problems be solved? _____

21. In your own words what are the causes of poor academic performance in schools? _____

Thank you for your cooperation.

APPENDIX IV

PUPIL'S QUESTIONNAIRE

Answer the following questions to the best of your knowledge. **Kindly do not write your name or that of your school.**

SECTION A

1. Indicate your gender Male [] Female []
2. Indicate your age _____
3. What is the category of your school? Public [] Private []
4. Do you think what you learn in school will help you in life Yes [] No []
5. Do your teachers support you in school work? Yes [] No []
6. Do you have morning and evening classes? Yes [] No []
7. What are some of the things that hinder you from performing well in class?
Lack of Textbooks [] Not enough Desks [] Lack of Classrooms []
Lack of Toilets [] Not enough Teachers [] (Tick more than one answer)
8. What would you like your parent to do in order to help improve your performance in school? _____
9. What are some the things done by your teachers that affect performance in this school? _____
10. How often do your teachers mark your class assignments? Never []
Per lesson [] Once daily [] Weekly []
11. Do you have remedial/prep classes with your teachers? Yes () No ()
12. Do your teachers give you class assignments? Yes () No ()
13. How often do teachers give you homework? _____
14. Did you complete the previous class course book before joining your current class?
Yes [] No []
- b) If not, did you finish the rest of the work before starting on your current classwork? Yes [] No []
15. How long do you usually have a teacher in class per day? 5 lessons [] 8 lessons [] 10 lessons [] Over 10 lessons []

16. Are there times when you do not have a teacher in class during lessons?

Yes [] No [] If yes about how many of them One lesson []
 Two lessons [] More than two lessons []

17. Please indicate your opinion on the availability and adequacy of teaching/learning materials using the following scale; 1 = Not available, 2 = Inadequate and 3 = Adequate. (Tick (√)where applicable)

Teaching/learning materials	1	2	3
Key course textbooks.			
Exercise books			
Learning reference books.			
Writing tools like pencils, pens, rulers			
ICT equipment			
Teachers reference books.			
Library books			
Class-readers corner			
Globe			
Wall maps			
Wall charts			
Science kits			

17. Please indicate your opinion on the availability and adequacy of physical facilities using the following scale; 1 = Not available, 2 = Inadequate, 3 = Adequate. (Tick (√)where applicable)

Physical facilities	1	2	3
Classrooms			
Chalk wall			
Readers corner			
Dining hall			
Library			
Lighting & ventilation in classroom			
Pupils' desk			
Sanitary facilities (toilets and latrines)			
Water supply (tanks, taps)			
Hand washing tub			
Teachers chairs and desks in every classroom			
Play-ground			
Flower beds			

Thank you for your participation

APPENDIX V

INTERVIEW GUIDE FOR THE EDUCATION OFFICER

These interview questions are meant for academic purposes only and will not be used for any other service, prejudicial to the respondents. The information will be held in confidence. Please answer the questions as honestly as possible.

1. Position of the Education officer _____
2. Period at present station _____ years
3. What is your highest academic qualification? _____
4. How many times do you visit schools per term? Public _____ Private _____
5. Are the learning resources in schools adequate? Public _____ Private _____
6. Do the following areas of primary school curriculum promote academic performance?
 - i) Time management (timetable, time on task)
 - ii) Syllabus coverage
 - iii) Teaching learning methods
 - iv) In- service training
 - v) Professional documents
 - vi) Performance of the learners
 - vii) Specific subjects
7. Are the conditions of physical facilities of the recommended standards?
8. Do you monitor how FPE funds are budgeted for in public schools?

APPENDIX VI

OBSERVATION CHECKLIST

Check for the existence and conditions of the following in classrooms, libraries, sanitary facilities and dining hall. Mark (√) for existence or (X) for non-existence

(Type of school Public [] Private [])

Conditions	Classrooms		Libraries		Staff rooms		Dinning halls	
	Existence condition		Existence condition		Existence Condition		Existence Condition	
Windows that can be shut								
Lighting sheet on roofs of dark rooms/ transparent sheets								
Leaking roofs								
Seating capacity								
Lockable doors								
Firm bookshelves								
Proper lighting in all corners								
Broken furniture								

At what time do classes begin, end Begin [] End []

Are the play grounds flat? Yes [] No []

Pupils' work displayed on walls or notice board Yes [] No []

Pupils' progress records displayed on notice boards Yes [] No []

There are posters, mobiles or displays on walls outside and inside classrooms relating to topics being studied Yes [] No []

Response to the bells Yes [] No []

Moving up and down during class time Yes [] No []

APPENDIX VII

KCPE PERFORMANCE IN NAKURU NORTH SUB-COUNTY

MINISTRY OF EDUCATION - NAKURU NORTH SUBCOUNTY													
KENYA CERTIFICATE OF PRIMARY EDUCATION EXAMINATION RESULTS - 2013													
SUBCOUNTY ORDER OF MERIT													
POS	NAME OF SCHOOL	CAT	ENT	ENG	KIS	MATHS	SCIE	SS/CRE	2013 MS	2012MS	2011	2010	DEV
1	ANESTAR PRIMARY	PRIV	25	80.04	78.70	81.57	74.39	78.00	392.70	365.72	370.7	356.17	26.983
2	ST. G. GRASSLAND	PRIV	29	78.66	76.66	81.45	74.03	78.41	389.21	356.31	360.87	359.6	32.897
3	ST. GABRIELS MISSION	PRIV	30	77.23	80.47	73.40	74.23	78.26	383.59	379.97	391.53	367.6	3.62
4	NAKURU BLESSED KIDS	PRIV	05	75.60	79.40	71.60	69.40	66.40	362.40	332.33	304.33	357.75	30.07
5	ST. ANTHONY	PRIV	38	70.18	73.68	74.47	70.89	70.66	359.89	345.05	355.03	307.91	14.845
6	BAHATI GIRLS BRD	PRIV	70	74.04	70.11	73.37	67.67	73.49	358.69	375.77	367.59	356.6	-17.08
7	BAHATI UPPERHILL	PRIV	57	71.63	67.46	78.67	69.98	69.96	357.70	365.07	341.41	359.98	-7.368
8	BAHATI NORTH	PRIV	22	70.77	72.64	70.41	68.45	69.55	351.82	345.89	333.62	NEW	5.9282
9	BAHATI DIVISION	PRIV	28	66.54	66.61	70.11	65.71	66.93	335.90	348.23	NEW	NEW	-12.33
10	MUTHAITI BAHATI	PRIV	13	72.54	61.23	65.00	66.08	70.62	335.46	327.41	346.55	327.5	8.0513
11	SOUJAANARS	PRIV	16	69.13	66.69	60.63	66.00	67.69	330.13	301	NEW	NEW	29.125
12	ST. G. GREENLAND	PRIV	101	69.10	64.42	62.81	64.21	67.59	328.13	324.12	342.69	369.83	4.0087
13	ANESTAR ACADEMY	PRIV	85	65.77	66.94	60.55	64.24	68.24	325.74	327.22	330.86	308.29	-1.48
14	BLESCO HOUSE	PRIV	30	69.23	62.80	67.80	60.10	64.40	324.33	NEW	NEW	NEW	NEW
15	MIZPAH AMBASSADOR	PRIV	14	65.29	67.57	63.43	63.64	64.00	323.93	325	NEW	NEW	-1.072
16	ST. DAVIS	PRIV	43	66.65	59.95	66.23	62.23	66.86	321.93	324.1	321.13	312.8	-2.17
17	GRAMS	PRIV	23	71.09	61.30	67.17	60.43	60.57	320.57	335.52	335.28	307.91	-14.95
18	EXCEL GRASSLAND	PRIV	14	60.43	59.43	63.79	63.86	68.00	315.51	NEW	NEW	NEW	NEW
19	JOSWIN	PRIV	38	67.32	61.97	57.45	58.82	63.92	309.47	337.57	302	316.49	-28.1
20	LANET LIGHTHOUSE	PRIV	24	67.66	60.37	59.25	57.46	63.29	308.03	306.89	311.64	321.73	1.14
21	ELITE LANET	PRIV	16	63.69	59.44	61.31	61.00	61.06	306.50	315.22	311.44	325.4	-8.72
22	ST. GABRIELS LANET	PRIV	69	60.89	61.30	52.59	65.72	65.80	306.30	327.72	328	304.46	-21.42
23	ROHI PRIMARY	PRIV	15	59.73	62.40	61.07	57.93	63.93	305.07	333.38	332.8	319.2	-28.32
24	JOFEN ACADEMY	PRIV	16	58.31	60.06	57.75	64.13	63.81	304.06	307.67	275.81	284.21	-3.608
25	SAMJAN ACADEMY	PRIV	17	65.24	55.59	61.76	58.80	62.30	303.69	NEW	NEW	NEW	NEW
26	EXODUS ACADEMY	PRIV	39	58.21	68.08	58.00	55.44	56.64	296.37	346.89	337.39	NEW	-50.52
27	VICKEY	PRIV	13	65.69	58.38	52.69	55.54	58.46	290.77	316.99	NEW	NEW	-26.22
28	UNITED METHODIST	PRIV	47	63.96	57.75	50.21	56.43	58.72	287.07	277.85	316.4	298.89	9.22
29	RURII	PUB	86	61.24	59.97	51.63	54.97	56.31	284.12	279.8	270.72	293	4.3162
30	GOOD SAMMARITAN AC	PRIV	15	63.27	56.40	53.07	54.73	56.00	283.47	250.8	270.68	273.93	32.667
31	NAKURU WORKERS	PUB	95	57.66	57.98	52.89	54.60	58.01	281.15	295.18	289.6	293.6	-14.03
32	OASIS ACADEMY	PRIV	13	59.08	51.85	51.46	59.69	57.00	279.08	237.97	251.43	274.3	41.11
33	NEIGHBOURHOOD	PRIV	17	57.59	57.41	54.18	53.00	56.06	278.24	241.2	211.64	258.08	37.035
34	CATHERINE CRATEVIEW	PRIV	13	53.46	51.77	59.62	54.00	54.35	273.20	NEW	NEW	NEW	NEW
35	REV MBUTHIA	PRIV	13	54.62	53.23	53.00	56.69	55.00	272.54	295.24	276.08	294.2	-22.7
36	MARKS BAHATI	PRIV	13	56.46	58.77	51.46	48.62	56.92	272.23	278.88	267.67	289.39	-6.649
37	BELL HOUSE	PRIV	15	55.33	54.27	51.00	53.80	55.53	269.93	285	242.56	151.21	-15.07
38	BARAKA	PUB	103	55.56	59.49	50.51	50.11	53.62	269.29	284.41	283.3	269.26	-15.12
39	DAKIMU	PRIV	27	53.81	54.96	48.19	55.44	56.19	268.59	277.13	302.5	259.89	-8.537
40	BENAG SCHOOL	PRIV	18	50.50	54.89	51.61	54.17	57.28	268.44	NEW	NEW	NEW	NEW
41	MORNING STAR	PRIV	16	63.38	49.81	49.50	52.56	52.06	267.31	235.63	255.22	NEW	31.683
42	BAHATI GLORY	PRIV	28	53.57	49.07	50.00	58.57	53.57	264.79	NEW	NEW	NEW	NEW
43	NAKURU MT PARK	PRIV	56	55.29	56.04	46.13	53.66	52.26	263.37	268.14	266.11	284.32	-4.775
44	NAKURU G. SHEPHERD	PRIV	17	59.71	55.71	49.18	51.18	46.82	262.59	242.18	248.65	245.76	20.408
45	ENGOSHURA	PUB	86	50.88	54.56	50.69	52.90	52.63	261.65	235.41	220.32	221.56	26.241

POS	NAME OF SCHOOL	CAT	ENT	ENG	KIS	MATHS	SCIE	SS/CRE	2013 MS	2012MS	2011	2010	DEV
46	BAHATI HILLS VIEW	PRIV	7	53.86	52.29	48.71	51.00	55.14	261.00	294.58	274.71	253.94	-33.58
47	JACARANDA	PUB	87	57.17	52.60	45.24	50.02	53.43	258.46	264.22	258.96	267.13	-5.76
48	ST.LWANGA	PUB	161	53.25	51.65	44.88	48.80	51.78	250.34	252.53	265.43	262.07	-2.188
49	MURUNGARU	PUB	132	46.34	52.80	51.83	50.51	47.03	248.51	251.92	236.18	242.58	-3.411
50	OLBONATA	PUB	45	43.89	58.18	45.36	47.58	51.42	246.43	257.01	257.6	247.3	-10.58
51	BRIGHT MICHEAL	PRIV	12	48.17	48.17	49.58	46.58	49.08	241.58	282.09	320.88	326.71	-40.51
52	KIAMAINA	PUB	221	49.00	47.91	47.22	48.19	48.39	240.71	249.15	238.49	235.76	-8.44
53	BAHATI PCEA	PUB	35	48.77	46.63	49.29	48.37	47.40	240.46	232.36	215.66	225.27	8.0971
54	LANET UMOJA	PUB	125	50.97	49.73	41.56	47.75	48.58	238.59	236.2	241.57	240.1	2.39
55	MURINGA	PUB	67	50.16	47.49	45.70	45.40	45.64	234.40	247.13	254.88	218.25	-12.73
56	LIMUKO	PUB	102	48.59	47.38	43.49	47.71	44.41	231.58	233.59	211.23	221.51	-2.012
57	RAINBOW ED CENTRE	PRIV	10	49.40	52.00	40.30	41.50	47.60	230.80	267.67	309.53	274.46	-36.87
58	OSEMBO	PUB	111	46.95	51.86	43.04	40.50	46.18	228.53	253.27	235.5	224.54	-24.74
59	MURIUNDU	PUB	93	44.13	52.77	45.11	39.86	46.46	228.33	195.2	213.42	199.89	33.133
60	OUR LADY OF MERCY	PUB	108	47.60	50.09	44.07	43.94	42.46	228.16	241.74	219.77	212.87	-13.58
61	ITHAGANI	PUB	34	48.71	47.62	42.21	43.82	45.09	227.44	234.21	218.37	242.52	-6.769
62	MENENGAI HILL	PUB	61	40.41	57.61	44.42	41.62	42.75	226.82	194.55	195.03	182.59	32.268
63	MUGWATHI	PUB	64	47.38	44.46	45.14	45.61	44.17	226.75	233.54	241.58	256.35	-6.786
64	NYATHUNA	PUB	37	43.76	42.65	48.35	48.65	42.81	226.22	237.8	223.58	238.5	-11.58
65	MARIGU B	PUB	41	45.07	45.93	44.57	45.44	44.83	225.84	247.31	226.16	235.59	-21.47
66	BAVUNI	PUB	62	44.31	44.05	46.94	45.06	44.97	225.32	241.08	243.34	221.69	-15.76
67	OUR LADY OF FATIMA	PUB	79	46.18	46.15	41.87	44.42	46.67	225.30	246.88	240.12	251.78	-21.58
68	TABUGA	PUB	103	45.17	44.87	43.70	44.21	43.04	220.99	228.91	223.46	234.04	-7.92
69	ST. JOHNS BAHATI	PUB	85	42.78	45.92	45.02	42.14	41.33	217.19	214.71	222.1	218.27	2.478
70	KIOROGO	PRIV	20	46.75	40.54	39.10	43.45	46.70	216.54	237.34	271.87	234.2	-20.8
71	ELDONIO	PUB	81	44.86	46.43	41.65	42.30	41.10	216.34	237.43	230.1	251.48	-21.09
72	KAGOTO	PUB	176	45.99	44.41	41.64	42.39	41.82	216.25	234.58	221.28	231.66	-18.33
73	NDUNGIRI	PUB	69	37.39	47.36	42.94	48.14	39.16	214.99	236.63	321.63	225.45	-21.64
74	KIRIMA	PUB	40	42.63	46.00	40.45	44.18	41.65	214.91	206.61	223.35	230.25	8.3
75	KAMORONYO	PUB	61	43.84	41.48	42.62	43.33	41.69	212.95	201.62	215.72	222.46	11.331
76	WANYORORO	PUB	63	42.19	40.37	38.56	46.06	39.67	206.85	204.74	211.46	227.12	2.1056
77	KIANDA	PUB	74	40.09	42.11	39.05	38.87	40.18	200.30	217.61	215.78	224.09	-17.31
78	MIKEU	PUB	144	39.39	38.99	41.54	40.28	38.50	198.69	226.16	209.55	225.97	-27.47
79	ST. FRANCIS	PUB	60	41.02	45.27	40.03	34.68	35.85	196.85	189.57	207.13	215.81	7.2783
80	KENDURUMU	PUB	37	37.05	41.59	38.68	40.38	38.11	195.81	197.76	176	192.55	-1.949
81	MERERONI	PUB	33	40.33	40.33	39.18	36.79	36.58	193.21	188.58	184.63	226.2	4.6288
82	KINARI	PUB	74	35.47	34.38	43.58	39.80	36.92	190.15	214.39	219.89	227.85	-24.24
83	RIGOGO C	PUB	91	32.80	39.51	39.07	34.91	37.16	183.45	201.96	215.35	201.08	-18.51
84	DUNDORI	PUB	115	32.51	38.29	38.97	34.03	32.60	176.40	185.49	200.9	225.97	-9.094
85	MWIRUTI	PUB	47	35.51	36.04	35.74	35.79	31.60	174.68	201.45	196.41	207.37	-26.77
86	PETALS VIEW AC	PRIV	3	37.33	33.00	35.00	35.00	34.00	174.33	202.6	202.2	249	-28.27

APPENDIX VIII

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 310571, 2219420
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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

24th September, 2014

NACOSTI/P/14/1562/3201

Jecinta Wairimu Njenga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing pupils KCPE performance in public and private primary schools in Nakuru North District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st August, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:


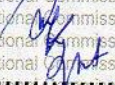
The County Commissioner
The County Director of Education
Nakuru County.

**APPENDIX VIII
RESEARCH PERMIT**

THIS IS TO CERTIFY THAT:

MS. JECINTA WAIRIMU NJENGA
of UNIVERSITY OF NAIROBI, 2218-20110
nakuru, has been permitted to conduct
research in Nakuru County
on the topic: FACTORS INFLUENCING
PUPILS KCPE PERFORMANCE IN PUBLIC
AND PRIVATE PRIMARY SCHOOLS IN
NAKURU-NORTH DISTRICT-KENYA.
for the period ending:
31st August 2015

Permit No: NACOSTI/P/14/1562/3201
Date Of Issue: 24th September, 2014
Fee Received: Ksh. 1000

Applicant's Signature  **Secretary** 
National Commission for Science, Technology & Innovation