



**UNIVERSITY OF NAIROBI**

**SCHOOL OF EDUCATION AND EXTERNAL STUDIES**

**TO ASSESS THE INFLUENCE OF STUDENTS ALTITUDE ON THE  
RELATIONSHIP BETWEEN TYPE OF SCHOOL AND STUDENT  
PERFORMANCE**

**(A case study of Westland's district)**

**BY**

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THE REQUIREMENT FOR THE AWARD OF THE POST GRADUATE DIPLOMA IN  
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**DECLARATION**

This research proposal is my original work and has not been submitted for any award in any University.

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L40/80669/2015

Sign..... Date.....

This research proposal has been submitted for examination with our approval as the university supervisor.

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Sign..... Date.....

## **DEDICATION**

This research proposal is dedicated to my family and my friends who were very instrumental in encouraging and motivating me. Particularly my wife Regina Kathomi and our daughters Tabbie Karimi and Joanne Kathure for their continued support and encouragement which they gave me throughout the period I was writing this proposal

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## **ABBREVIATIONS AND ACRONYMS**

K.C.S.E	Kenya certificate of secondary education
SPSS	Statistical Package for Social Sciences
K.C.P.E	Kenya certificate of primary education
F.P.E	Free primary education
GER	Gross enrolment rate
UPE	Upper primary education
NARC	National rainbow coalition

## **ABSTRACT**

Debates always revolves around which schools are better to take our children between public and private primary schools. The private schools are here to stay since the government license their operations so as to partner with private sector in offering education to the Kenyans children. There has always been insinuations that children in private schools are spoon fed and that their grades cannot compete favourably with those from public schools. Some public secondary schools are known to deny students from private schools admissions in favour of those from public schools even with lower grades except those admitted through the ministry of education.

This study sought to establish the difference in performance between students who attended public primary schools and those who attended private primary schools when admitted to secondary schools. This was achieved through collecting K.C.S.E data and the type of schools the candidates attended from selected secondary schools in Westlands district and comparing the data using descriptive statistics. The study also sought to establish the influence of the student's altitude on the relationship between the two groups. This was achieved through interviews and questionnaires. The students provided their motivating factors from their primary schools while the teachers provided their experiences and skills employed to motivate the students. Stratified and simple random sampling was used to select the schools in Westlands district. Two public secondary schools and one private secondary schools were picked. The study established that there is a slight difference in performance between the two groups with the students from private primary schools performing slightly better than those from public primary schools. Some of the reasons form better performance was motivation, fewer number of students per class, group work and availability of resources.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

There are two categories of primary schools in Kenya, namely public and private schools. The public primary schools are funded by the Government or communities and are managed through Parent Teacher Associations. The private schools, on the other hand, are established and managed by private individuals or organizations.

Before 2003, primary schooling was a big burden to many parents. Actually, many children of school-going age were out of school. This is part of the reason why president Kibaki's NARC party swept into power by promising to make primary education free. True to their promise primary education was made free. However, no other infrastructure was put in place to facilitate the implementation. This gave rise to many problems that the government had not anticipated. First, over 2 million children joined the primary schools. The schools were overwhelmed by the numbers since the classrooms were not expanded or added (Too, 2004). Teachers were few and there were no desks or chairs for the newly enrolled pupils. Some classes still have over 100 pupils to date yet the average number expected in a class is 40. The teacher-student ratio was too big it did not make sense.

Too, 2004 also noted that after realizing that the quality offered in the public schools was low, some parents transferred their children to private schools. As of now these private schools have more children than they did before the free education. This is where people can find uncompromised quality education for their children. In the public schools, pupils in some schools still sit on the floor or learn under trees. In other schools the teachers cannot master all their faces due to their great numbers. Maybe the situation will come to improve when the government expands the facilities and employs more teachers, though as to when is highly debatable (Kipsoi, 2015)

Education is a key in human capital formation. Quality of human resources depends upon the quality of education of a country. Sustainable economic development needs skilled manpower which is raised through productivity and efficiency of individuals that is only possible through

education (Nazli, 2010). Illiteracy is a main barrier to economic development. Primary education is perceived as one of the main vehicle for promoting economic growth and improving living standards in developing countries. But it is probable when primary education is involved with new knowledge and the appropriate technical training at primary level, the quality of education can be improved. Expanding access to primary schooling is a widely accepted priority in the fight against poverty (H. Alderman, P. F. Orazem, 2001). It is first stage of compulsory education that establishes the academic foundation of students and is regarded as a fundamental right of all human beings (Shabbir et al., 2014).

Primary education is highly correlated with institutions and the institutions are categorized into public and private schools. The world has become more and more competitive now. The whole education system of the world rotates around academic achievements of the students. Parents desire for high level of achievements of their children in education. These desires put a pressure on both public and private schools and make them competitive. The question is which sector is more effective and efficient in this competition, how and where?

Learning has been so much associated with the school that some people almost think that learning goes on only in schools. This view of learning has been greatly reinforced by such reference to schools as institutions of learning and to Universities, Polytechnics and College of Education as institutions of higher learning. There is no doubting the fact that much learning goes on in school. The school is particularly and specifically arranged so as to facilitate effective learning (Adeyemi, 2014). Unfortunately the poor condition of our schools, particularly the primary schools today in the nation raises a lot of anxiety. A cursory look at these school in spite of government efforts reveals schools dominated by dilapidated buildings, school void of good furniture and equipment, schools where instructional materials are either not provided or are inadequate; school that are under-staffed; schools, where teachers' salaries and allowances are not promptly paid, schools that have not been inspected for the last 15 years; schools where there are no discipline among other things.

The government, and especially the parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to the quality and quantity of the contribution which the individual can make to his immediate family, community and the nation as a whole (Thorndike, 1931). Several studies by Sociologist, Psychologists and Educationists showed that the type of schools a learner attends has profound influence on his academic achievement.

For instance, Bibby and Peil (1974) noted that children who attended private primary schools performed better than pupils in public schools. This view is also supported by (Lloyd, 1966) as he contended further that the public schools which saw education as good thing, tended to leave the question of educational success or failure in the hands of the public and their parents. This implies that the business of education is not taken with all the seriousness it demands in the public schools. This of course is what may be regarded as the general apathy of the citizenry to government's owned business or property. A situation that has resulted in lackadaisical attitude of government's workers, including teachers in the public schools tend to believe that an intelligent child would succeed automatically at school without any active assistance coming from them.

In a study carried out in the U.S. by (Lubienski, 2006), he compared academic achievement among charter, private and public schools. One of the major findings from this study showed that private schools scored higher than charter and public schools. In a related study carried out also in the U.S. by (Braun, H., Jenkins, F., & Grigg, 2006) they compared the performance of pupils in private and public schools in both reading and mathematics involving grades 4 and 8, results showed that the private schools performed better than the public schools not only in reading and mathematics, but also in the two grades (4th & 8th) involved in the study. Overall, findings indicated that the average private school mean score was higher than the average public school mean score, and that the difference was statistically significant.

## **1.2 The Statement of the Problem**

A study conducted by Moscoso et al., 2000 in America observed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one

attends sets the parameters of students' learning outcomes. Braun, H., Jenkins, F., & Grigg, 2006 noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities found in private schools enhance academic performance and educational attainment of their students.

KENPRO, 2010 observed that most schools did not have adequate classroom to accommodate the large number of pupils enrolled under the FPE programmes. For instance, classrooms appeared to be generally congested and there was hardly any space for free movement during lessons. Also a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate. Also in some schools they had introduced school mats for children to sit on since there were no sufficient desks. But a majority of the teachers felt that the sitting on the mats affected the children's writing skills and general physical development.

Gari, 2007 carried out a research in Nyamira district on the major administrative challenges that head teachers in public primary schools face in implementing FPE challenges. He grouped them into four main task areas and the head teachers were required to rank each in order of their seriousness. The most serious was ranked one and the least ranked number seven or eight. Curriculum and instruction task area challenges were ranked in the following order. Teaching in overcrowded classrooms, problem of getting along with pupils, problem of planning and organizing school programme, problem of supervising teachers, problem of selecting and acquiring instructional materials for each class, problem of presenting of content/subject matter, inadequate textbooks and exercise books for pupils and inadequate reference books for teachers, provision of guidance and counselling to all students on how to cope with the challenges they face in school and at home with view of working hard to alleviate them through education. Conducting seminars for parents on the role of the parent in educating his/her child. Improving physical facilities especially the sanitary facilities for the girls and holding parents' meetings regularly and other school member with a view of re-evaluating the school progress and activities. Finally the research explored the relevance of the in-service courses that head teachers undergo as a way of tackling the administrative challenges they face.

We are therefore faced with the problem to establish whether, the two categories of schools offer the same quality of education. In order to achieve this, we do a prospective cohort study where we follow up these two groups to secondary level and determine their performance after secondary education. Parents are spending a lot of resources and money to take their children to private schools with a belief that they offer better quality than public school. Is it worth spending that much while it can be cheaper in public school for the same quality?

### **1.3 Purpose of the study**

The purpose of this study is to establish through research the difference in performance between pupils who went to public primary and those that went to private secondary primary schools in their K.C.S.E results in secondary school.

### **1.4 Objectives of the study**

The objectives of this study is to assess the influence of students' altitude on the relationship between type of school and student performance

- (i) To determine the relationship between type of school and students' performance in K.C.S.E.
- (ii) To assess the moderating effect of students' altitude on the relationship between type of school and students' performance
- (iii) To assess the joint effect of type of school, students' altitude on students' performance

### **1.5 Research question**

There are beliefs that go around that there is a difference between students from public and private schools. The research seeks to answer the following questions:

- Will there be any difference in academic performance between pupils from private and public primary schools in secondary education?
- What are some of the factors that are responsible for any difference in performance?



### **1.6 Justification of the Study**

The study is important because it gives information on the worth of the resources employed and the expenses incurred in educating our children and relatives in the type of primary school. Individuals and state spend a lot of human resource and money to educate its people, particularly the individuals who prefer expensive private school over free public schools. If the results indicate that there is significance difference in the performance between the two groups and that the private performs better than the public, then the money spend is worth. Otherwise it's a waste of money and resources.

This study also hopes to contribute to the existing knowledge, address and provide the background information to research organizations, individual researchers and scholars who want to carry out further research in this area to determine if there is any value addition different from what public schools does or private schools are just doing business.

### **1.7 Delimitations of the study**

Since it is impossible to study every aspect of every subject, the scope of study tells the reader which aspects of a subject the writer has chosen to analyse. Most research is limited in scope by sample size, time and geographic area.

This study will focus on the need to establish the difference in performance from an existing secondary data. This secondary data is actually marks and grades obtained from various subjects.

### **1.8 Limitations of the Study**

Limitations are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on your methodology and conclusions.

In this study, there are several limitations that the researcher cannot control. If there exist any difference in performance, the study only seeks not establish few reasons and factors contribution or influencing the difference, there could be others outside the scope of the study. Also due to

limited resources and time, the research will be done in Nairobi in Westland's sub-county. There could be factors that are only unique in Nairobi that are not unique in other parts of the country.

### **1.9 Assumptions of the study**

The study assumes that private and public schools subjects students to the same study environment, same study culture, same qualified teachers. It also assumes that the secondary schools the pupils attended accorded them same environment that enables them explore their abilities in different subjects. The students are also given similar treatments.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The quality of education offered in a school is determined by the level of material inputs allocated to the school and the efficiency with which these materials are organized and managed to raise student achievement. Private schools provide good facilities to their students and teachers for instance; libraries and computer facilities. On the other hand in public primary schools teacher ratios did not keep pace with the rapid increase in pupils. A study conducted by (Sifuna, 2007) notes that free primary education in public schools has stretched teaching and learning facilities as a result of high number of influx of new pupils.

According to Sifuna, in Tanzania the experience is quite instructive because the government had to construct additional 14,000 new classrooms countrywide so as to cater for the new enrolments. Lack of physical facilities in public schools remains the major impeding factor to the achievement of overall effectiveness in public schools. Private schools continue to administer periodic continuous assessment tests and regular examinations to achieve good academic results. Since the introduction of free primary education in public schools student assessment especially in continuous assessment tests have stopped. This can clearly explain why these schools continue to perform poorly. Large classes make it impossible for teachers to administer and grade their work and provide feedback on performance. Teachers working morale has remained low in public schools in Kenya due to low compensation.

Since independence in 1963, the Government of Kenya (GOK) has regarded education as one of the crucial factors for national development and committed itself to providing universal primary education (UPE). It was in the 1970s that this commitment took the form of free primary education (FPE) for the first time; in 1974, FPE was partially implemented to cover children in Standards 1 to 4 and then extended to Standards 5 to 7 in 19781. This initiative brought a dramatic increase in primary school enrolments, and the gross enrolment rate (GER) increased from 47 percent in 1963 to 115 percent in 1980 (Nishimura & Yamano, 2008).

In many sub-Saharan African countries, including Kenya, there is a primary school leaving examination that determines whether a pupil can complete a primary cycle and become eligible for entry into a secondary school. Thus, even if the FPE program enables a pupil to stay in primary school, a pupil may not obtain a primary education certificate unless she or he passes the Kenya Certificate of Primary Education (KCPE) examination. The score a pupil obtains on the KCPE will ultimately determine the kind of secondary school s/he can attend.

Known as a country with strong aspiration for education, Kenya witnesses pupils who transfer schools or repeat classes in order to obtain high scores on the KCPE in their final grade (Sawamura, 2006). To prepare for the KCPE exam at a low cost, some pupils even stay in a public school during the lower grades, and then transfer to a private school that charges substantial fees in the upper grades. In education systems that have clear learning outcomes publicized by a uniform examination, standards for school choice tend to be uniform and explicit. In pre-FPE Kenya, public schools used to charge different fees, and these fees were positively correlated with KCPE exam scores (Lloyd et al., 2000).

The FPE program prohibits public schools from charging fees, and parents are now able to send their children to literally any public school they like within a possible range of commuting. Under these circumstances, good-performing public schools have experienced a massive inflow of pupils. As a result, many parents have expressed their worries about the declining quality of education in crowded schools, and some parents subsequently transferred their children from public to private schools. In fact, the number of private primary schools increased by approximately 38 percent in the first three years of FPE implementation, from 1,441 in 2002 to 1,985 in 2005, while that of public schools rose only by 1.6 percent from 17,589 in 2002 to 17,864 in 2005 (Central Bureau of Statistics, 2006).

After four years of FPE implementation, however, there has been no empirical study examining the dynamics of schooling in Kenya. Whereas the FPE program has expanded public school choice, less attention has been paid to the quality assurance and equity of the education system. If the system exacerbates disparity in the quality of education between public and private schools, the expansion of educational access by the poor will not contribute to equity in the overall education system. Freedom of choice given may be limited to the extent that poor population may not have substantial school choice in essence and may rather activate a function of education to reproduce inequality. The FPE in Kenya may test the given freedom of choice and its relation to the contrasting value of equity.

(Okwach, A., & Odipo, 1997) in their study, private primary schools had the highest total time utilized in student's learning hours compared to public primary schools. In this study it was observed that whereas private school started their lessons between 6.00a.m and 6.30 a.m. for upper classes and 7.00 a.m. for lower classes, public school generally started lessons at 8.00 a.m. They only started lessons at 7.00 a.m. for classes seven and eight. Lessons ended at 3.10 p.m. but are extended from 4.00 p.m. to 5.00 p.m., and 6.00 p.m. for all classes in private schools, while in public schools extension of lessons was only for classes seven and eight. In private schools teachers had remedial lessons at night from 7.00 p.m. to 9.00 p.m. This revealed a higher teaching and learning contact hours in private schools. This advantage over public schools was due to boarding facilities provided in private schools. Teachers of public schools believe they could do better than private schools given boarding facilities. This was argued in relation to boarding public schools like Lugulu, Mukumu and Kaimosi boarding primary schools, which were doing quite well academically in K.C.P.E.

Catherine & Box, 2015 observed that Private schools make more use of teaching-learning resources compared to public primary schools. Private schools attributed their performance to a lot of exposure of their pupils to a variety of teaching-learning materials. Some of these materials were provided by parents on request by schools as donation or lent for a given period when it was required. Public school teachers and administration observed a marked improvement in academic

performance after the provision of textbooks and writing materials to schools by the government. However, these provisions were still inadequate, as pupil textbook ratio on average was 1:3. In private schools parents met all the costs of their children's requirements e.g. pupil-textbook to a ratio of 1:1. This enabled the children to carry home assignments and do them in time. It made teaching easy since the teachers were able to identify areas that needed clarification and pupils who were weak. The weak pupils are given extra remedial time to enable them catch-up. Private schools also engaged in field excursions, which exposed the pupils to real life situation, real objects and environmental variation enhancing their learning. Catherine, 2015 carried out a study to determine the factors contributing to the poor Academic Performance of both Private primary Schools and Public Primary Schools in Kitale Municipality, Kenya and came up with the table below.

*Table 1: Public/Private schools teaching and learning resources*

<b>Public schools</b>	<b>Private schools</b>
Text books	Charts
Wall maps	Real objects
Charts	Wall maps
Real objects	Pictures e.g. from magazine and newspapers
	Chalk boards
	Textbooks
	Environment

In the study (Catherine & Box, 2015) observed that Public school teachers were also more likely to participate in professional development activities, which many believe teachers should do throughout their careers to update and improve their teaching skills. Beginning teachers in public

schools (those in their first 3 years of teaching) were much more likely than their private school counterparts to participate in a formal teacher induction program (56 versus 29 percent). However, induction may be done informally in some schools. Full-time public school teachers were more likely than their private school counterparts to participate in in-service education or professional development on the uses of educational technology for instruction, methods of teaching in a specific subject field, in-depth study in a specific field, student assessment, and cooperative learning in the classroom.

*Table 2: Percentage of school teachers who participated in professional development activities in year 1993–94*

Professional development topic	Public	Private
Uses of educational technology for instruction	50.1	34.3
Methods of teaching in specific subject field	64.4	59.8
In-depth study in specific field	30.1	25.9
Student assessment	52.0	40.4
Cooperative learning in the classroom	51.5	43.6

SOURCE: NCES, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

(Catherine & Box, 2015) also observed that Teacher attrition tends to be higher in private than public schools: Between the 1993–94 and 1994–95 school years, 10 percent of full-time private school teachers left teaching, compared to 6 percent of their public school counterparts. Nevertheless, private school teachers were more likely than public school teachers to be highly satisfied with their working conditions (36 versus 11 percent).

## **2.2 Type of school and students’ academic performance**

The educational environment of the school one attends sets the parameters of students’ learning outcomes. Braun, H., Jenkins, F., & Grigg, 2006 noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools

### **2.3 Students altitude and academic performance**

Learners' attitudes towards a subject, can be influenced by the curriculum and motivated by social forces inside and outside the school. Attitudes towards languages and science among learners are influenced by their social environment way before they join secondary schools (Mbuga, 1986) . Such social environment include among others; teachers, the community, the environment and the mass media. He continues to explain that, the acquired attitudes from all these quarters influence the minds of learners more. They include opinions like; some subjects like math are for the academically gifted. Interaction with the environment plays a major role in shaping the altitude of students in sciences. Environment acts a practical field to verify the concepts learnt in schools.

### **2.4 Type of school, students altitude academic performance**

Akey, 2006 suggested that the earlier schools and teachers begin to build students' confidence in their ability to do well, the better off students will be. Because students' perceptions of their capacity for success are key to their engagement in school and learning, schools should be designed to enhance students' feelings of accomplishment. Teachers whom students see as supportive and who set clear expectations about behaviour help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavours. Private schools are able to build this confidence and hence students perform better in future. Therefore there is strong relationship between student's altitude towards school, performance and type of school the students attend. Teacher support and expectations of conduct were also significantly related to levels of perceived academic competence; again, the immediate influence of these variables was stronger than their longer-term influence (Akey, 2006).

### **2.5 Theoretical framework / foundation**

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. This study is anchored under the following theories:-



- i. Behaviourism
- ii. Cognitivism

### **2.5.1 Behaviourism**

This theory was contributed by John B. Watson, Ivan Pavlov, B.F. Skinner, E. L. Thorndike and Albert Bandura. Behaviourism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behaviour is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increase the probability that the antecedent behaviour will happen again. In contrast, punishment (both positive and negative) decreases the likelihood that the antecedent behaviour will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behaviour in the learner. Lots of (early) behaviourist work was done with animals (e.g. Pavlov's dogs) and generalized to human. Behaviourism precedes the cognitivist theory (Boetcher, 1998)

The concept of this theory can be applied to the learning in both private and public schools. The schools provide an environment while teachers induce a stimuli that promotes and stimulates learning process.

### **2.5.2 Cognitivism**

The cognitivist revolution replaced behaviourism in 1960s as the dominant paradigm. Cognitivism focuses on the inner mental activities – opening the “black box” of the human mind is valuable and necessary for understanding how people learn. Mental processes such as thinking, memory, knowing, and problem-solving need to be explored. Knowledge can be seen as schema or symbolic mental constructions. Learning is defined as change in a learner's schemata (Eccles & Feltovich, 2008).

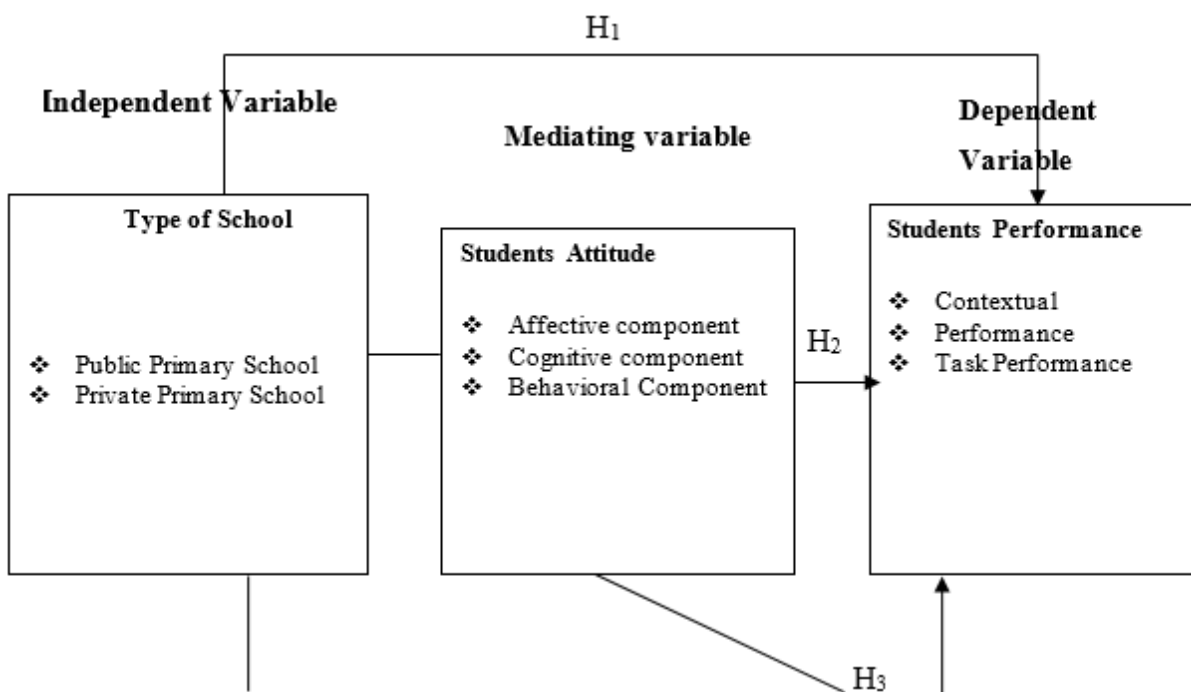
According to Eccles & Feltovich, 2008, a response to behaviourism, people are not “programmed animals” that merely respond to environmental stimuli; people are rational beings that require active participation in order to learn, and whose actions are a consequence of thinking. Changes in behaviour are observed, but only as an indication of what is occurring in the learner’s head. Cognitivism uses the metaphor of the mind as computer: information comes in, is being processed, and leads to certain outcomes.

The school is supposed to focus on mental activities as explained by cognitivist. Therefore acquisition of knowledge largely depends on how schools are able to enable learners think critically, memorise concepts and ideas and problem solving techniques.

### **2.3 Conceptual framework**

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to apply in the research.

This research is an inquiry, it uses secondary and primary data to inquire into performance of students. The main variables are performance of students in KCSE, the students are grouped depending on the type of primary schools they attended i.e. either private or public primary school. The intervening or mediating variables are student’s attitudes that contributes to the performance, the attitudes have affective, cognitive and behavioural components. Below is how the variables are connected.



## 2.4 Hypothesis

- (i) There is a significant relationship between type of school and students performance in K.C.S.E.
- (ii) Students altitude moderates the relationship between type of school and students' performance
- (iii) There is a joint effect of type of school, students altitude on students' performance

## 2.5 Gaps in Literature

Researchers have concentrated in determining the reason why private and public schools differ in terms of resources offered, quality of teachers, cost of education, study environment and culture and many others. No study has ever made a follow up of these category of students in secondary level to establish if there is any significance in performance at secondary level especially in K.C.S.E.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The chapter describes the procedures employed to conduct the study which includes:-Research design, Research paradigm, Target population, Sample and sampling procedures, Sample size, Validity of the instruments, Reliability of the instruments, data collection procedures and Data analysis techniques.

### **3.2 Research paradigm**

Paradigm is an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools (Kuhn, 1962). Since theoretical questions in education emerge from different conceptions and interpretations of social reality, different paradigms have been evolved to determine the criteria according to which one would select and define problems for inquiry. In this study, the research paradigm is positivism. Positivistic paradigm systematizes the knowledge generation process with the help of quantification, which is essentially to enhance precision in the description of parameters and the discernment of the relationship among them. The research approach will be quantitative and the research method will be use of experimental data.

#### **3.2.1 Research design**

The main idea behind research is to better define an opinion, attitude, or behaviour held by a group of people on the difference in performance of students who went to public primary and private primary school before proceeding to secondary school.

This study seeks to adopt prospective cohort study design. In this design, two groups of students are assigned different treatment and followed up for some times in order to test the influences of the treatment. Private and public schools in primary schools will be the treatments, the students are then given the same environment in secondary school. We will therefore test the influence of their type of school attended in primary schools using the outcome of the performance in

secondary school. In this study, a quantitative data on the performance of students in different subject areas is collected. The data is then used to establish relationships between the two groups.

### **3.3 Target population**

The target population will be students in secondary schools and the target performance will be the K.C.S.E results in different subjects for year 2015. The study will be carried out in Westlands District of Nairobi County.

### **3.4 Sample size and Sample Selection**

Determining sample size is a very important issue because samples that are too large may involve a lot of time, resources and money, while samples that are too small may lead to inaccurate results. Westlands has forty seven secondary schools both private and public.

#### **3.4.1 Sample size**

For the purpose of this study, we will sample three schools in Westland district. One private and two public, in each school we sampled the whole population since we used the results of all the students that sat for the examination that year. The three schools will have a population of 850 form four candidates who did their KCSE examination in year 2015.

#### **3.4.2 Sampling procedures**

Lucey (2002) defines sampling as the process of examining a representative set of items. She further adds that sampling is done to gain an understanding of some feature or attribute of the whole population, based on the characteristics of the sample. Stratified random sampling will be used. According to (Mugenda, O.M. and Mugenda, 1999) the goal of stratified random sampling is to achieve desired representation from various sub-groups in the population. (Mugenda, O.M.

and Mugenda, 1999) further explains that in stratified random sampling, subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. The results obtained from this data was used to represent the whole country. In this study we sampled Westlands district in Nairobi. Using stratification, we stratified the schools as private and public. From private we sampled one school since, we a census of the whole form four class was carried out while from public we sample two schools.

### **3.5 Data collection instruments**

I used secondary data that is in possession by the school. To collect the data, I requested the administration of the three schools to give me the list of students who finished K.C.S.E in the year 2015 together. The list should contain the marks obtained in all subjects together with the overall grade. Moderating variables were collected using questionnaire. Questionnaires were also used to collect the data on factors that contributed to student's altitude towards learning and teacher's contribution.

#### **3.5.1 Pilot testing of the instruments**

Piloting is where one sends some questionnaires to respondents in order to check any errors or ambiguity in them. Pilot testing was done in one of the schools. This will be to ensure that the data to be collected will be a correct data with all the required variables. It also ensures that the variables are measurable.

#### **3.5.2 Validity of the instruments**

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. This study focuses on the establishing relationship and the difference between two groups. The validity of the research instrument will be discussed with the supervisor.

### **3.5.3 Reliability of the instruments**

Reliability can be thought of as consistency. Does the instrument consistently measure what it is intended to measure? K.C.S.E examination is a well thought of and moderated exams that measures the change in behaviour items of knowledge acquisition in relevant fields. The data used in this study is therefore reliable. Comparing of means between two groups is also a reliable tool to be used to establish relationships.

### **3.6 Data collection procedures**

This will involve collecting a list of student who have already finished K.C.S.E in year 2015. The list should have the category of the school in which the students attended in primary school together with the marks and grade obtained in all subjects,

Moderating variables will be tested using a questionnaires. There were two types of questionnaires, one was for former students who finished secondary school and the other one for primary teachers that taught the student in primary schools. Few students were selected from both groups and followed up through calling and organising for a meeting. The questionnaire was then administered to the students, the teacher questionnaire was also administered by visiting the school the student attended. This was used to test the factors that contributed to students change in attitude towards learning.

### **3.7 Data analysis techniques**

After collecting the data, the researcher used SPSS computer package and also excel. SPSS is a package used to analyse date in form of frequency table and bar graphs and charts. Descriptive statistics was employed in data analysis. The data collected was presented in forms tables and graphs to depict certain information used in the analysis of data. This information was be obtained from marks per subject and also overall mean grade. The comparison was between students who went to public and private primary schools.



Inferential statistics was also be used to determine if there is any statistical significance difference between the means of the two groups. This will be done by comparing the means using normal distribution.

### **3.8 Ethical consideration**

Ethical research practices was observed throughout this research study from planning of the study, data collection, analysis, dissemination and use of the results. The data collected will be kept private and confidential. The results from the data can only be used to inform in decision making without disclosing the source of the data.

## CHAPTER FOUR: DATA ANALYSIS AND RESULTS

### 4.1 Introduction

This chapter deals with the analysis of data. The data collection tool administered by the researcher was the collection of secondary data stored by the school administration. The data was analysed by use of computer software known SPSS and Excel which were used for data editing which gave results in form of frequency table tables. The data was collected from three schools and a total of 886 students were included in the overall data collected.

Out of the 886 students, 473 had attended private primary school while 413 students attended public primary school.

*Table 3: number of students per category*

<b>Category</b>	<b>Number of students</b>
<b>Private</b>	473
<b>Public</b>	413

### 4.2 Performance per subject

#### 4.2.1 English

*Table 4: Average performance in English*

<b>Category</b>	<b>Average</b>
<b>Private</b>	63.5
<b>Public</b>	62.3

#### 4.2.2 Kiswahili

*Table 5: Average performance in Kiswahili*

<b>Category</b>	<b>Average</b>
<b>Private</b>	55
<b>Public</b>	53

### 4.2.3 Mathematics

Table 6: Average performance in Mathematics

Category	Average
Private	47
Public	45

Table 7: Average performance in Chemistry

### 4.2.4 Chemistry

Category	Average
Private	53
Public	52

Table 8: Average performance in Biology

### 4.2.5 Biology

Category	Average
Private	54
Public	52

Table 9: Average performance in Physics

### 4.2.6 Physics

Category	Average
Private	50
Public	49

Table 10: Average performance in History

### 4.2.7 History

Category	Average
Private	64
Public	64

*Table 11: Average performance in Geography*

#### **4.2.8 Geography**

Category	Average
Private	52.7
Public	51.4

*Table 12: Average performance in CRE*

#### **4.2.9 CRE**

Category	Average
Private	62.0
Public	60.6

*Table 13: Average performance in Agriculture*

#### **4.2.10 Agriculture**

Category	Average
Private	58.6
Public	59.5

*Table 14: Average performance in Art and Design*

#### **4.2.11 Art and Design**

Category	Average
Private	59.1
Public	55.3

*Table 15: Average performance in Home Science*

#### **4.2.12 Home Science**

Category	Average
Private	69.3
Public	64.6

*Table 16: Average performance in Music*

**4.2.13 Music**

Category	Average
Private	45.0
Public	47.5

*Table 17: Average performance in French*

**4.2.14 French**

Category	Average
Private	64.9
Public	64.2

*Table 18: Average performance in Computer*

**4.2.15 Computer**

Category	Average
Private	50.9
Public	50.5

*Table 19: Average performance in Business studies*

**4.2.16 Business Studies**

Category	Average
Private	49.4
Public	50.5

### 4.3 Overall Performance

Table 20: Average performance in total marks

#### 4.3.1 Total Marks

Category	Average
Private	668.33
Public	653.42

Table 21: Average performance in Mean point

#### 4.3.2 Mean Point

Category	Average	Grade point
Private	6.53	C+
Public	6.31	C

#### 4.3.3 Frequency table for the mean grade

Table 22: Table of mean grade per type of school

Category	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Total
Private	5	26	43	47	60	52	67	65	45	40	20	3	473
Public	2	19	29	43	56	48	52	49	49	37	24	5	413

### 4.4 Influence of the students altitude

When asked to describe their teachers in primary schools, the response was as follows

Table 23: Percentage response on teacher temperament

School type	Percentage of the respondent			
	Friendly	Helpful	Tough	Cruel
Private	52	35	10	3
Public	40	30	25	5

The percentage response for the number of students in a class was as follows

*Table 24: Number of students in a class*

	<b>Percentage of the respondent</b>			
	10-20	21-40	41-60	Above 60
<b>Private</b>	50	26	20	4
<b>Public</b>	0	22	48	30

When asked if their teachers helped them to change their altitude towards learning, the response was as follows

*Table 25: Teachers altitude*

	<b>Percentage despondence</b>				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Private</b>	67	23	0	0	0
<b>Public</b>	58	38	4	0	0

On the use incentives to enhance class participation, the response was as follows

*Table 26: use of incentives to motivate student's participation in class*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Private</b>	56	33	5	6	
<b>Public</b>	38	21	28	10	3

#### **4.5 Teachers influence on students altitude**

The teachers also played their roles in influencing student's altitude. The tables below shows the response on the various questions on the questionnaire.

Use of group activities

*Table 27: Use of group activities in teaching*

	Percentage response		
	Always	Sometimes	Never
<b>Private</b>	45	51	4
<b>Public</b>	30	63	7

Use of incentives to motivate learners

	Percentage response			
	Strongly agree	Agree	Disagree	Strongly disagree
Private	60	30	10	0
Public	40	56	4	0



## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATION**

### **5.1 Introduction**

In this chapter, the research findings are summarized, conclusions drawn and recommendations made. The gaps are also identified for future studies in the area of Kenyan public day secondary school. The main objective of the study was to establish the difference in performance between students who went to public primary schools and those who went to private primary schools at secondary level.

### **5.2 Summary of the findings**

From the analysis we generally find that students from private schools perform slightly better than students from public primary schools. However the difference is very small in all subjects. The average means for all the subjects differ by at most 2%.

In agriculture and music however, students from public primary schools performed better on average than those from private primary schools. In agriculture, average marks from public was 59.5 while that from private was 58.6. This may be because students from public schools are more exposed to agriculture either at home or in their primary schools. In music, students who attended public primary got an average of 47.5 while those from private primary got 45.0. We would however expect students from private primary to perform better in this subject.

The average total marks for both categories is also very small, a difference of 14.91 marks with student from private primary having an average of 668.33 while those from public with an average of 653.42. Generally on the overall mean grade students from private primary performed better with 5 A's while those from public had 2 A's. There were 26 A- (A minus) from private schools compared to 19 from public schools. This a difference of 7. On the lower grades from D+ to E, students from public primary performed poorly than those from private primary. Students from public primary have more grades these between D+ to E than those from private primary.

### **5.3 Influence of the students attitude**

The slightly good performance of the students from private primary schools can be supported by the fact that more students in felt that their teachers were more friendly and helpful than those from public primary. 52 percent of students from private primary felt that their teachers were friendlier compared to 40 percent from public schools. 45 percent felt that their teachers were helpful compared to 30 percent from public school.

In public schools, the classes had large number of students than in public schools. 48 and 30 percent of the schools in public schools had 41-60 students and above 60 students respectively per class compared to 20 and 4 percent respectively.

67 percent of the respondents from private primary schools strongly agreed that their teachers played a big role in changing their attitudes toward learning compared to only 58 percent from public primary school. This may have been achieved by use of incentives since 56 percent of the respondents from private schools strongly agreed to have use incentives in their teaching to motivate learners compared to 38 percent from public primary schools.

### **5.4 Conclusion**

From the study, we can conclude that students from private primary schools perform better than students from public primary schools in secondary education. This explains why parents prefer taking their children to private primary schools and spend more than instead of taking them to public primary schools.

The government needs to provide resources to public schools in order for pupils in both schools to compete favourably.

### **5.5 Recommendations**

Since there is evidence from the research findings that students from private primary perform better than those from public primary, the government and stake holders need to establish the course of

this difference and make the learning environment in both schools equal. This is in terms of student teacher ratio and other learning resources.

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## **APPENDICES**

### **Appendix I: Letter of Introduction**

Dear SIR/MADAM,

RE: Data Collection

I am a post graduate diploma in education (PGDE) student at the University of Nairobi. As part of the requirement for graduation, I am undertaking a research to establish the significance difference in performance between students who went to private primary and those who went to public primary in their K.C.S.E results.

In this regard, I am kindly requesting for data from you schools for 2015 K.C.S.E candidates. The data to contain the marks and the grade for all subjects. In addition, I am also requesting for the data that shows whether the students came from private or public primary school. All information received will be treated in strict confidence. In addition, the findings of the study will solely be used for this academic research purposes only.

Yours faithfully

Alphan Muthami Gilbert

L40/80669/2015

## Appendix II: Students' Questionnaire

**Instructions:** Read the following questions carefully and place a “√” in the box that corresponds with the answers chosen.

### SECTION I:

1. Age:

- Under 20       20 – 25       26 – 30       31 – 35  
 Over 35

2. Gender:

- Male  
 Female

### SECTION II:

3. What type of primary school did you attend

- public     private

4. What can you describe your teachers in primary

- Friendly  
 Helpful  
  
 Cruel  
  
 Tough

5. On average, how many pupils were you in class

- 10 – 20  
  
 21 -40  
  
 41 – 60  
  
 more than 60



6. How often were teachers using teaching aids in your learning?
- every lesson
  - most lessons
  - occasionally
  - none

### SECTION III

Read the following and indicate your level of agreement or disagreement with the statements.

#### Questionnaire Key

	SA	A	N	D	SD
<b>SA – Strongly Agree</b>					
<b>A - Agree</b>					
<b>N - Neutral</b>					
<b>D - Disagree</b>					
<b>SD - Strongly Disagree</b>					
<b>8. When I worked together with others I achieve more than when I worked alone</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. I willingly participated in group Learning activities.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. teachers helped me change my attitude towards learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Teachers helped me to achieve my academic goals.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Teachers used incentives in learning to enhanced class participation.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15. Availability of resources made the learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16. Rate the extent to which teachers use group activities.</b> <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Always					

## Appendix II: Primary Teachers Questionnaire

**Instructions:** Read the following questions carefully and place a “√” in the box that corresponds with the answers chosen.

### SECTION I: DEMOGRAPHICS

1. Age:  21– 25    26 – 30    31 – 35    Over 35
  
2. Gender:  
 Male  
 Female
  
3. Which subjects are you very comfortable to teach?  
 Business  
 Computer  
 Science  
 GHC  
 Social ethics  
 mathematics
  
4. How long have you worked as teachers?  
 Under 1 year  
 1 – 5 years  
 6 – 10 years  
 11 – 15 years  
 15 – 20 years  
 over 20 years

### SECTION II:

5. Rate the extent to which you use group activities to motivate learners.  
 Never    Sometimes    Always

Read the following and indicate your level of agreement or disagreement with the statements.

**Questionnaire Key**

SA – Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

	SA	A	D	SD
7. Group learning enhances class participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Group learning enhances good relationships among pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pupils who work together achieve more than when they work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I use incentives in class to enhance class participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I use aids and learning resources to make learning experience easier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How often do you use group activities during lessons

- Always
- Sometimes
- Never