INFLUENCE OF PRIVATE SECTOR PARTICIPATION ON KCSE PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN GARISSA TOWNSHIP- KENYA

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A research project report submitted in partial fulfillment for the requirement of Master of Arts degree in project planning and management of the University of Nairobi

2013
DECLARATION

This research project report is my original work and has not been presented for a degree in any other University or for any other award.

Sign………………………… Date……………………………………

Mohamed Daud Abdi

L50/79647/2012

I confirm that the work reported in this research project report was carried out by the candidate under my supervision.

Sign………………………… Date……………………………………

Dr. Joash Migosi

Lecturer,

University of Nairobi
DEDICATION

This work is dedicated to my parents, brothers and sisters for their support and encouragement during the whole period of writing this research report.
ACKNOWLEDGEMENT
I would like to express my gratitude to God for seeing me through this study. I would also like to express my gratitude to all those who gave their time and assistance towards the completion of this project report. Special thanks are given to my supervisor Dr. Joash Migosi for his brilliant encouragement and supervision while writing this proposal and to Dr. Kyalo for her encouragement through lectures. Similarly, I sincerely appreciate Dr. Okoth for her healthy advice and useful guidance. Finally, special thanks go to my family, cousin Shukri Aden and classmates for their encouragement.
ABSTRACT
The purpose of this study was to investigate the extent to which the private sector participation influenced the KCSE performance of public secondary schools in Garissa Township. This study employed descriptive survey research design. The target population for the study was 16 secondary school principals, 36 senior teachers, 500 students, 5 educational officers and 5 representatives of the donors. The sample comprised of 8 principals, 16 senor teachers, 52 students, 5 educational officers and 5 representative of the donor whose institutions benefited from the infrastructure development, tuition facilities and financed school programs and education and agency officers were focused to provide information on the amount of inputs used to support school development and impacts of the benefits accrued on school KCSE academic achievements. Data collection was done through questionnaire and interview schedule. Data analysis was done through descriptive statistics which included the use of frequencies and percentages. Findings revealed that Private sector provision of tuition facilities influenced KCSE Performance. For example there was provision of textbooks, dictionaries and revision books, provision of e-learning programmes enhanced the performance which led to improvement of KCSE performance. Findings also revealed that private sector infrastructural input influenced KCSE performance. For example Respondents stated that construction of permanent buildings in schools influences academic performance of learners in KCSE. Findings also revealed private sector financing of school programmes influenced KCSE performance. This was revealed by majority of the respondents who participated in the study and agreed that private sector financing school feeding programe influences academic performance. Based on the findings, it was recommended that the private sector ought to diversify their support to schools to include the support in improving the quality of instruction and further enhance KCSE performance. Key recommendation: Government policy to be favorable so as to enable more private sector participation for promotion of quality education and further improvement of KCSE performance.
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<th>Description</th>
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<tbody>
<tr>
<td>ADC</td>
<td>African Development Bank</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>CBO</td>
<td>Community Based Organization</td>
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<td>CDE</td>
<td>County Director of Education</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FDSE</td>
<td>Free Day Secondary Education</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>GNP</td>
<td>Gross National Product</td>
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<td>ICT</td>
<td>Information Communication Technology</td>
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<td>JICA</td>
<td>Japan International Cooperation Agency</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NARC</td>
<td>National Rainbow Coalition</td>
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<td>NEP</td>
<td>North Eastern Province</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>PPP</td>
<td>Public-private partnership</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>WFP</td>
<td>World food program</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Private sector participation occurs when a private company or investor engages in a project along with a public sector or other entity. This participation allows major risks to be spread among several different parties to ensure one group does not have full financial responsibility. In some cases, private sector participation can occur when an international company engages in a project that is not in its country. Projects for this type of business participation can be wide ranging, although public sector projects often include items that have close links to a nation’s infrastructure.

Starting major projects that require copious amounts of capital may mean participating in a bid selection process. For example, governments engaging in major infrastructure improvements may send out bids to private sector companies. In the terms defined or listed on the bid, private sector companies may need to place capital into a fund for the project. This capital may not have repayment guarantees, as the government desires private sector participation that will not leave the project. Governments that use an open-bid process, along with a cost-plus contract process can ensure they receive the best cost on major projects. Proposals represent the information sent to government agencies requesting the right to work on infrastructure projects.

International firms looking to enter a country for expanding operations may engage in private sector participation processes. Foreign-based firms can work with international government agencies or other private businesses during these projects. One way international companies can work their way into these projects is to start in
a sub-contractor role. Although this does not represent direct involvement in private sector participation, international organizations can get their name out in hopes of securing future contracts with foreign contracts. A significant benefit brought on by international companies is the cheaper labor costs from workers. This lowers the cost for major projects.

Private sector participation is also evident where more developed countries attempt to bring aid to lesser developed countries, such as those classified as “third world countries” by global organizations. Government agencies will contract with private sector companies to build infrastructure developments in the third world country. Common developments include clean water initiatives, hospitals, schools or homes for orphaned children. To complete these developments, governments will pledge money for the projects and allow private sector companies to participate in the building phase of the development. This ensures that money pledged goes for the intended purpose and the companies involved have the requisite experience to handle tasks involved in the project.

“Is education about giving each child, each young person, the opportunity to develop his or her full potential as a person and as a member of society? Or is education to be a service sold to clients, who are considered from a young age to be consumers and target for marketing?” Education International 2009.

“In Africa, a region in which the challenge to fulfill the Millennium Development Goals (MDGs) is dire, a dynamic private sector has expanded the access to and quality of education through a variety of public-private partnerships (...)The new private providers are aiming to offer a more conducive learning environment than the public schools provide” World Bank 2009.
Consider these statements above. They both deal with the topic of Public-Private Partnerships (PPPs) in education. In fact, these quotes represent the core views on the partnerships with private providers in education, as put forth in the main documents of both the World Bank and Education International on PPPs. The World Bank (WB) is clearly promoting PPPs by only naming advantages while Education International (EI) is far more sceptical towards PPPs and uses an anti-private education metaphor. These arguments belong to a global debate about the role of Public-Private Partnerships in education. Although these global institutions use considerably different language to express their standpoints on the emergence of the private sector in education, public-private interactions in education have emerged in many country. There is little doubt that the various types of PPPs have begun to redefine the roles of the public and private sectors (OECD 2008). While the promoters see the PPPs as the wave of the future, others do not draw the same conclusions.

The public and private institutions have a great role to play in mixed economies and welfare states. In India, while they worked in different and exclusive spheres, largely in the immediate post-independence era gradually they are converging to collaborate and compete with each other.

The New Delhi government has envisaged for “setting up of senior secondary schools with one-time funding, and profits to be ploughed back for upgrading infrastructure and setting up more such schools” (Walia, 2009:12). The Human Resource Development Ministry of India has proposed “Public-Private-Partnership (PPP) as an alternative to improve access to quality school education while ensuring equity and social justice” (Seethalakshmi 2009:16).
Kapil (2009), the Minister for Human Resource Development, was also emphatic that “there is enormous interest evinced by foreign education providers to collaborate with Indian Institutions both in the private and public sector to set-up a variety of educational enterprises in India”. The government of India has also proposed for opening up of accreditation for multiple accreditation agencies, mostly private, with their action being monitored by a regulator (Mukul, 2010a:6).

These attempts may be largely due to what Shailaja (2007:194) has outlined as “the failure of government sector to provide adequate schooling and growing commercial interest in the education sector”. The mushrooming of private school sector is also attributed to lack of government schools, and desire of parents for instruction in English (Tooley & Dixon, 2007:16). It has also been ascribed to “increased opting out of public education by those who can afford to pay, and by liberalised regulatory frameworks that allow private sector providers to offer educational services” (Lewin, 2007). The private sector has its proponents and vehement critics and both have their own view points as pointed by Levin (1991) that “promoters glorify roles (e.g. access), while critics demonize roles (e.g. money making)” and jointly.

In Ghana, the government invested a total of 6.3 trillion cedis in education in the year 2005 (Source: Address by the Sector Minister Mr.Osafo-Marfo at the 35th Congregation of UCC, March, 2005). Since 1951, various governments of Ghana have attempted with varying degrees of success to provide quality basic education for all children starting with the Accelerated Development Plan for Education (1951). The Education Act of 1961, Kwapong Education Committee of 1967, Dzobo education committee of 1972, and the Education Commission’s report in 1986 on Basic Education were part of the effort.
In 1983, the government of PNDC enacted PNDC Law 42 to modify and reinforce, among others, the Education Act of 1961 Section (1) subsection (g) of the law which directed that Educational facilities at all levels were to be provided and made available to the communities because it was the responsibility of the state to provide such facilities.

Provision of physical inputs such as textbooks, classrooms and in servicing training was intensified. While these inputs were necessary for the programme, they did not seem to be sufficient to transform the behaviour of the teachers and the learning of the pupils. Though education is a “right and not a privilege” for the citizen as stated in the 1986 Education Commission report on basic education, it will be impracticable for the state to finance formal education for all its citizens. There are key players in the provision of basic education and these include: Central government, District, Municipal and Metropolitan Assemblies, private entrepreneurs and a number of International Funding Agencies (external donors). Some of these external donors are the World Bank through the International Development Association, United States through United States Agency for International Development (USAID). African Development Bank (ADB) and Japan International Development Agency (JICA). The financing of quality education in Ghana caught the eye of the USAID, who assisted in the provision of quality education to the citizens of Ghana through the Quality Improvement in the Primary Schools (QUIPS) programme. QUIPS is USAID/Ghana’s seven-year programme of assistance to basic education which began in 1997 to support Ghana’s constitutionally mandated programme of free compulsory universal basic education.
The United Nations published in 1989 “Convention on Rights of Children” and in the following year the world conference was held in Jomtein, Thailand where education for all has been consented. Under this provision, all children were supposed to go to school and receive the most appropriate and suitable education. Later in Kenya, a national conference on education was held in 1994 to increase education sector expenditure since the government targeted to open new primary schools, which translates more secondary school to be opened, employ more teachers and equip the schools for better performance (United Nations, 1989).

In 2000, Kenya through the United Nations Organization (UN) adopted the eight Millennium Development Goals (MDGs) in an attempt to promote poverty reduction initiatives. The provision of universal education was identified as the second important MDG. The other MDGs include: eradication of extreme poverty and hunger; promotion of gender equality and empowerment for women; reduction in child mortality; improvement in maternal health; combating HIV/AIDS, Malaria and other diseases; ensuring environmental sustainability and; developing a global partnership for development. Since independence, the Kenyan Government identified poverty, illiteracy and disease as the three enemies of development. Kenya’s Sessional Paper No. 10 of 1965 (considered Kenya's development Bible) identified elimination of poverty, disease and ignorance as the major objectives of the country's development objectives. Subsequent development plans and policies by the Kenya Government have not deviated from these objectives and have targeted the same sectors.
The government has also published a number of policy and strategy papers geared towards achieving the same goals. They include: the Poverty Reduction Strategic Paper (RPSP), the Economic Recovery Strategy (ERS), and the Strategy for Revitalizing Agriculture (SRA). More recently, the Government of Kenya launched Vision 2030, which underscored, among other things, the importance of providing universal education.

In line with the MDGs and in an attempt to fight Kenya’s three enemies of development, the Kibaki campaign team, and his government when he became president, identified the provision of universal education and the eradication of corruption as goals that needed to be pursued vigorously to ensure the attainment of the eight MDGs. The goal of providing basic social programs such as education has gained universal acceptance globally.

In the Sessional Paper No.1 of 2005, the Government recognized the important role played by Adult and Continuing Education (ACE) as a vehicle for transformation and empowerment of the individual and society. The ACE and Non-Formal Education (NFE) programmes are consciously designed to meet the specific learning needs of children, youth and adults. The link between adult education and primary schooling is recognized toward the advancement of Education for All (EFA). Adult education is especially a powerful support for the Free Primary Education (FPE) initiative since literate parents will send their children to school and give stronger support to their learning. The education of adults has also been acknowledged as critical in contributing to the country’s development.
In Kenya, the provision of universal free primary education has been one of President Kabuki’s major undertakings. More recently, the objective was emphasized in 2008 when Kenya published Vision 2030 which emphasized the need for the implementation and enhancement of the reintroduced Free Primary Education (FPE) Act of 2003. Vision 2030 requires the involvement and partnership of private sector and other donors if Vision 2030 in the provisions of universal free education is to succeed.

According to the Kenya Education Sector Support Programme (KESSP), access to Adult Basic Education (ABE) programmes will be expanded particularly for women and people living in disadvantaged areas including ASALs, low potential and slum areas. Due to socio-economic and cultural barriers, more women than men have had no access to education.

As manifested in government policy documents, the Government recognizes the importance of ABE programmes in unlocking and maximizing the potential of human resource for individual, community and national development and ABE is therefore seen as a prerequisite to sustained retention of children in school as well as poverty alleviation. Current policy documents clearly state that the Government is committed to the provision of education to all its citizens by 2015 irrespective of age, gender, geographical or any other consideration. It is further recognized that the Millennium Development Goals (MDGs) will remain unachievable until adequate basic education programs are in place to cater for adults and youth who cannot access education in the formal school system due to their age, economic, regional or socio-cultural reasons.
The report on the national conference on education and training recommended that the Ministry of Education should urgently review and enact the existing draft document on Adult and Continuing Education policy guidelines with a view to creating a sense of ownership (GOK, 2003). Among the recommendations from the forum was that relevant Ministries offering adult and continuing education including the local authorities should have budget lines to develop an efficient and effective ACE sub-sector and support the implementation of adult and continuing education; It was further recommended that civil society organizations should integrate adult education in their community driven programme implementation.

The increased need for the involvement of private sector and the donor supporting Kenya’s education sector was brought to the fore by two recent developments. First was the 2007 post-election violence (PEV) that not only destroyed hundreds of schools and displaced thousands of teachers, but also drastically the government’s ability to provide resources for the education sector.

The second is that the high levels of official corruption in the country in general, and the education sector in particular, has in the recent past forced Kenya’s development partners (especially the US and Britain) to stop funding schools through the Government of Kenya. Instead the millions of dollars in school assistance to Kenya is to be channeled to schools through Private sector.

1.2. **Statement of the problem**
Kenya is faced with regional disparities in Educational institutions enrolment at all levels particularly in the primary level. The disparities differ from region to region with the lowest recorded at North Eastern Province with GER (Gross Enrolment Rate) of 22% while the highest is western province with GER of 112.2% for school
going children. The gap between the two is too wide. This is so because NEP and in particular Garissa County is mainly inhabited by people of the same culture who are mainly pastoralists that move from one place to another in search of water and pasture for their animals (Educational statistical booklet 2003-2007). During migration, many of these people lack where to leave behind their children for them to continue their schooling, which force them to withdraw from schools making boarding schools a necessity.

In spite of the heavy private sector investment in education in Garissa County, there do not seem to be corresponding better performance in KCSE. Not much research has gone into this. This study therefore, sought to establish the influence of private sector participation on KCSE performance of public secondary schools in Garissa Township.

1.3. Purpose of the Study
The purpose of this study was to establish the influence of private sector participation on KCSE performance of public secondary schools in Garissa Township, Kenya

1.4. Objectives of the Study
The study was guided by the following objectives:

i. To determine the influence of private sectors infrastructural input on KCSE performance of schools in Garissa Township.

ii. To establish the influence of private sector provision of tuition facilities on KCSE performance in public secondary schools in Garissa Township.
iii. To determine the influence of private sectors financing school programmes on KCSE performance in public secondary schools in Garissa Township.

1.5. Research Questions
The following research questions guided the study:

i. Does private sector infrastructural input influence KCSE performance of public secondary schools in Garissa Township?

ii. Is there an influence of private sector provision of tuition facilities on KCSE performance in public secondary schools in Garissa Township?

iii. What is the influence of private sector financing school programmes inputs on KCSE performance in public secondary schools in Garissa Township?

1.6 Significance of the Study
The study will help the government to strengthen the private sector economy to support public Secondary education in Garissa County and other parts of the country. The study will also be useful to the government in findings the support of non-governmental sector as a viable alternative to finance and improve KCSE performance in public secondary school education and in the support of infrastructure development in the area and the country at large. It will provide information on the desirable influence of the non-governmental sector economy in improving Secondary education performance especially in KCSE and in general provision quality education.

1.7 Scope of the study
The study was carried out in Garissa Township and targeted on education officers and private sector representatives in the management positions. The team provided useful information as they were involved in policy formulation and implementation of FDSE and advises the government on the problems encountered.
1.8 Limitations of the Study
The researcher encountered a number of limitations:

Some respondents were unwilling to comment freely on issues that concerned the relationship between the private sector and the schools KCSE performance. The respondents were however assured of the confidentiality of the research process. Access to important deliberations on school management reports and challenges were considered sensitive to school administrators and so correct diplomatic channels were utilized by the researcher.

1.9 Assumptions of the study
Different assumptions were made regarding this study. It was assumed that there exists an influence of private sector in schools which assisted in financing Secondary education; Financing Secondary education by the private sector included all forms of materials and financial resources; that the research subjects were willing to participate in the study; that the data was collected very objectively to allow for valid observations and recommendations from the results of this study and that all public secondary schools were in a position to organize logistical support for the private sector in secondary schools for enhancing KCSE performance.

1.10 Definition of Significant Terms
Education: refers to formal education unless otherwise stated.

Private Sector: refers to agencies with significant participation and support towards financing infrastructure development in secondary education.

Infrastructure Development: refers to improvement of buildings, facilities such as desks, chalkboards, tables etc.

Public day secondary school: refers to all secondary schools owned by the government and provides schooling during day time and students operate from home.
Public boarding secondary schools: refers secondary schools owned by the government and provide schooling where students spend within the school compound.

Participation (Finance) - getting some benefits from the performance of certain underlying asset.

1.11 Organization of the Study
Chapter one dealt with the influence of private sector participation on KCSE performance in public secondary schools of Garissa Township. It also advances the knowledge to ascertain the challenges facing Secondary schools in the district. The research objectives and research questions was also mentioned. The significance of the study, the limitations and the delimitations inherent in the study and the assumption of the study were all discussed. Chapter two presents literature review related to the study in order to identify the knowledge gap to be bridged by this study. The chapter three of this report is the research design and methodology that was used to conduct the research. It included target population, sample size and sampling techniques, research instruments and data analysis techniques. Chapter four entails data presentation, analysis and interpretation and lastly chapter five contains summary, discussions, conclusions, recommendations and issues for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents a review of the previous studies related to the current study. The literature review provides the reader with an explanation of the theoretical rationale of the problem being studied as well as what research has already been done and how the findings relates to the problem at hand. The main purpose of the literature review was to avoid unnecessary or intentional duplication of materials already covered. The literature was reviewed from working papers, journals, books, reports, periodicals and internet sources.

This chapter was intended to provide relevant ideas on the private sector influences towards improving KCSE performance in public secondary school’s education in Garissa Township. The chapter was divided into three phases. The first phase deals with infrastructure development, the second phase deals with provision of tuition facilities and the third phase financing school programme. The research gaps and conceptual framework were also discussed.

Since independence, the provision of education in Kenya has been a partnership among the government (the dominant partner), the private sector, and religious denominations. The majority of schools in Kenya are predominantly government-aided (where the government provided the structures; School building and the infrastructure such as computers, library, books, and other requirements). Between 1964 and 1985, communities and church denominations were allowed to run schools separate from the government sponsored schools. Communities were allowed to construct schools, which they constructed and ran on Harambe basis. However, with
time, the government posted teachers in these community schools. Churches were also allowed to run their separate schools. On few occasions, private individuals were also licensed to run schools but this was the exception (Onsomu, 2004).

The shift in 1985 into the new education system had a drastic change of the administrative structure of schools. The majority of community schools were abolished and remaining ones were taken over by the government; this included church-run schools. From 1985, only public and private schools were allowed to exist. With the introduction of free primary education, there was a great shift from private to public schools which saw a number of Communities would pull resources together (*harambee*) and construct a school within the community. Once the school was constructed the community would petition the government to provide the school with teachers and other necessary provisions, which the government normally did. With the complications associated with the new Free Primary Education Act, the trend has slowed down and the private sector is a growing sector.

### 2.2 Infrastructure development
Private sector financed the putting up of laboratories which are central to the teaching of sciences in secondary schools (Adeyemi, 1998). Laboratories have been found to be the scientist workshop where practical activities are conducted to enhance a meaningful learning of science concepts and theories (Sewaje, 2000; Olubor and Unyimadu, 2001). They have also found to be a primary vehicle for promoting formal reasoning skills and students understanding, thereby enhancing desired learning outcomes in student (Jeske, 1990; Ogunleye, 2002).

Jones (1992) examined teacher’s provisions in the sciences in many countries and found that 45% schools surveyed indicated sufficient laboratories. His findings
agreed with Barrows (2006) finding in Saudi Arabia which indicated inadequacy of lab facilities in schools the findings were also consistent with those of Black et al (1998) who found in Uganda that science education is faced with the problem of lack of resources with half the school having no real laboratories.

In respect of output researchers have argued that output represents the immediate results of the system activities (Nwadiani, 1998) their views supported Aghenta (2000) remarks emanate of the end of the school programme. Their views also agreed with the argument made by Babalola (1991) that output could be measured by the number of student completing a course of standard length.

The views also agreed Ogunsanwo’s (2000) contention that school output could be measured by assessing the rate of progress of students through an educational system as well as the performance of students examinations at the terminal end of the school year. In this regard, (Nwadiani 2000) measured output from secondary schools in terms of the number of school leavers weighted by the number of passes. According to him the quality of output is equated with students’ examination performance. His views were supported by Adeyemis (2001) who remarked that the best measured of output from secondary schools in Nigerian is the number of school leavers.

Notwithstanding, researchers have found shortages in the number of laboratories in Nigerians schools (Onipede, 2004). They argued that many schools do not have required laboratory facilities. Hence, students often fail to acquire science laboratory skills because their teachers were unable to conduct practical as they would like to and this always had inevitable consequences for students learning (Keister, 1992) this shortage of laboratory facilities could have serious implications on the quality of the schools output. These shows the importance that promoted the researcher to examine
the number science laboratories in secondary schools in Ondo state, Nigeria and their influence on the output in terms of students performance in senior secondary certificate (SSC) examinations.

Private sector participates in influencing academic performance by putting up library where reading which essential tool for lifelong learning takes place is. It is important for everyone to develop reading culture so as to survive in life. Reading according to Holte (1998) adds up quality to life and provides access to culture heritage. He pointed out that library empowers and emancipates citizens and people together. Okeke (2000) reaffirms that the art of reading is a priceless instrument for everyone. It has critical role to play in the overall development of an individual and the nation at large.

The school library is a gateway to knowledge and serves as starting point or road map to reading and promotion of culture. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air (Hindu, 2004). President Obama (2008) in his speech pin pointed that with government and private sectors support children would achieve their academic expectation. Shabi and Udofia (2009) noted that active learning from books is better passive learning such as watching television and playing games.

Mefor (2010) urged all Nigerians schools to launch a readership promotion campaign which will help to inculcate the culture of reading in students. Olukemi (2010) advised Nigerian youth to imbibe the use of library and reading culture to enhance improved performance. Improving access to relevant information and promoting proper utilization of reading facilities are pre-requisites for strengthening
literacy skills, widening education and helping people to address the cause of poverty (Makotsi, 2005).

2.3 Provision of Tuition Facilities
Among the most important instructional materials that have been shown to have a significant influence in the teaching-learning process are textbooks and other reading materials. Studies have pointed to evidence, particularly in developing countries, that the availability of such materials has a positive effect on school effectiveness (Farrell and Heyneman, 1989; Lockheed and Vespoor, 1991; Psacharopoulos and Woodhall, 1985). Availability of textbooks has been shown to have a direct and positive correlation with pupil achievement in developing countries.

The Kenyan government began providing textbooks in schools immediately after independence as one of the measures to support children from poor families. Under the Kenya School Equipment Scheme (KSES), Ksh. 20 per child were provided at the primary school level for the provision of learning materials. Increased enrolment in subsequent years, however, constrained the government’s ability to fully meet the needs of schools and pupils. Subsequently, the cost-sharing programme shifted the entire burden of book provision to the parents, and KSES was abolished in 1989.

However, the procurement and supply of textbooks to poor schools under an adjustment credit was re-introduced in the 1990/91 financial year. The importance of textbooks in the FPE programme is underscored by the fact that out of the FPE funds of KES 1,020 per pupil, about two thirds (KES 650 or 64 percent) is earmarked for the purchase of textbooks, supplementary readers and reference materials, among other items. But some background information is necessary to facilitate an understanding of the current policy context.
In 1997/98, MoE developed and launched the National Policy on Textbooks Publications, Procurement and Supply for Primary Schools with the aim of reducing costs to parents and ensuring equal distribution of textbooks in poor areas. The policy guidelines marked a major departure from the previous arrangement where textbooks publication, procurement and supply were centrally controlled by the ministry (MoE & HRD, 1998c). The move was in response to an outcry by publishers regarding the monopoly enjoyed by the Kenya Institute of Education (KIE) in a liberalized regime. Even donors had expressed concern and were sending covert signals that they could assist only on condition that the textbook market was liberalized.

In the meantime, there had also been serious concerns by teachers that the books produced by KIE in particular were substandard. Consequently, in a major reform, schools were allowed to select books from a list approved by the ministry (the ‘Orange Book’). Each school was expected to form a School Textbook Selection Committee (STSC) to oversee the selection and procurement process.

In order to limit the cost of purchasing and also reduce the burden on learners, schools were expected to buy only one textbook as a course book in each subject per class, unlike the previous situation where a course could have as many as four or five titles per class. This policy removed the monopoly that state firms like KIE, Kenya Literature Bureau (KLB) and Jomo Kenyatta Foundation (JKF) had enjoyed on the printing and distribution of school texts.

Following the policy realignment, in 1998, the government, with support from the Netherlands embassy, initiated the Direct Budget Support for Textbook Project (short-lived though it turned out to be). In the meantime, the government, with the
support of DFID, initiated a programme under SPRED III project that had a textbook component. Under this project, some 1.6 million pupils in 5,387 schools spread over 28 districts and municipalities benefited at a cost of approximately KES 1.2 billion. The Kenya government spent a similar amount in a matched funding arrangement. During the financial year 2000/1, MoE released KES 260 million to schools to buy books.

Computers are electronic gadgets used for information storage and retrieval. Development is partly determined by the ability to establish synergistic interaction between technological innovation and human values. The rate at which ICTs have evolved since the mid-20th century, the convergence and pervasiveness of ICTs, gave learners a strong role in development and globalization (Nwagwu, 2006). ICTs have significant impact on all areas of human activity especially learning (Brackel and Chisenga, 2003). The field of education has been affected by ICTs which have undoubtedly affected teaching, learning and research (Yussuf, 2005). A great deal of research has proven the benefits of the quality education (Al-Ansari, 2006) with the supports of private sector involvement, ICTs had the potential to accelerate, enrich and deepen skills to motivate and engages students to help relate school experience to work practice, create economic viability for future employees as well as strengthening, teaching and aiding schools development (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

In rapid changing world basic education is essential for individual to access and apply information. Such must include that the ability must include ICTs in the global village. The economic commissions for Africa have indicated that the ability to access and use information is no longer a luxury but a necessity for development.
Unfortunately many developing countries especially in Africa are still low in ICT application and use due to less input by NGOs (Aduwa-Ogiebaen &Iyamu, 2005).

Private sector provides laboratory apparatus to secondary schools to enhance practical work. Practical is a unique source of teaching and learning in sciences because students are able to observe and manipulate materials to demonstrate certain aspects of the subject’s matter which has been learnt in class through lecture, discussion and textbooks hence practical work provide students with opportunities to engage in process of investigation and inquiry. Practical work also gives students appreciation of spirit and methods of problem solving, analytic generalization ability (Agbogun,1991). For instance, Bybee (1970) carried out a research on the effectiveness of individualized approach to general education earth science laboratories. Students reported that personal laboratory work was the most effective instructional methods for promoting students interest.

Woolnough,B.E and Allsop,T. (1985) used practical work to foster student’s position and attitude towards maintaining their interest in the learning of science subjects. Streble (1982) compared achievement by laboratory with those taught through lecture method. He found out that students taught through experimentation method achieved and acquired scientific knowledge.

Problem associated with the teaching of sciences in Kwara state, Ogunniyi (1987) and Ojo (1981) concluded that practical work was difficult to teach due to lack of apparatus. Ogunnyi (1977) sought to find out the extent apparatus acquisition by private sector for the secondary schools of Kari state.Ojo(1981) studied particularly the sufficiency of physics equipments in Kwara, Oyo and Ogun states. He reported
that there were inadequate apparatus since there was less involvements of NGOs in supplementing physics facilities and thus lowered the performance of sciences.

Onawola (1982) from her study on the availability and adequacy of apparatus for science teaching in Kwara state, reported lack of sufficient equipment most especially in the new schools that were not yet funded by the private sector. This hampered the delivery of sciences and subsequently the performance. Arokoyo (1983) surveyed facilities for teaching sciences in former Ilorin, Oyo and Banu-Kabba of Kwara state where he reported that urban schools had more science equipment’s and thus performs better than rural ones. Egunyomi (1987) and Ariyo (1987) studied about provision of apparatus and chemicals in Ilorin and Oyi respectively. Egunyomi found that 66.7% of target schools had the required facilities for the sciences thus students excelled in sciences.

Oyelere (1983) investigated problems associated with science equipment’s in former Ifedapo of kwara state and noted that there were adequate equipment’s as they were supplied with by private sector however, they were poorly handled. Shittu (1984) reported either complete absence or gross inadequacy of equipment and materials in studied schools of former Oyun. Akpala (1987) investigated causes of student’s dismal performance in chemistry practical in former Okehi and attributed this to insufficient chemistry facilities. 66.8% of the teachers and 28% of students indicated that laboratories were poorly equipped thus, led to unsatisfactory results. Babatunde (1987) conducted study in Irepodun and also found that poor performance was due to scarcity of facilities as they received less equipment inputs from local NGOs.
2.4 Financing school programme
Non-governmental organizations (NGOs), religious organizations and community
Based Organizations (CBOs) have funded secondary education in Garissa Township
from time to time as a way of giving back to the community through their
foundations by giving the sector support in providing physical, spiritual and
emotional support to the establishments. The government of Kenya and private
sector has collectively endeavored to enhance development of education in the
country since the attainment of political independence in 1963.

The government and the communities have for long time been expected to provide
education at all levels, but much of the literature review shows that education has
largely been born by the public sector. The literature review has however failed to
examine the contribution of private sector to quality education and subsequently
impressive performance; this therefore was the essence of this study.

In 1991, UNESCO held a conference in Addis Ababa and invited competent
international organizations, government, private and public institutions capable of
providing large-scale assistance to contribute in the financing of education programs
recommended by African countries. It was also deliberated that education be
included in the national budget during the allocation of funding.

Tanzania who had prohibited public establishment of schools in the 1970s had lifted
the prohibition and encouraged the establishment of private schools by allowing
them to receive subsidies from district and municipal authorities. In Uganda, the
government contributed 10-15% of the revenue needed to finance education whereas
90% was from other sources. The contribution of parents and the community
constituted an important supplement in acquiring finance for education.
Fees charged and contributions pose as a barrier to poor schoolchildren. As shown by fee abolition scheme in Africa and elsewhere Boyle (2002), fees have commonly much impact on household decision making than other demands, such as text books, school meal and opportunity costs. This view was supported by the World Bank, which had emphasized the need to get additional resources by tapping the non-budgetary sources. The community on the other hand had been left with the task of providing resources such as land, labour, building materials and other consumable products.

A World Bank study (1988) on education policies for revitalization adjustments and expansions pointed out the diversification of sources of finance as a desirable measure towards the adjustment to current demographic and fiscal realities. It recommended that there should be cost sharing and increase official tolerance and encouragement of non-governmental suppliers of educational resources for funding education within and outside the government budget.

International private sector like World Food Program (WFP) supported the royal government of Bhutan in its policy of improving access to quality education by providing daily meals to school children particularly from poor and food insecure families in remote areas. These activities supported the nationwide trends to increase enrolments and attendants rates and reduce dropout rates. The provision for meals also improves short term nutritional status of school going children and thus supports their concentration and cognitive capacities. In July 2002 the world food program and the government of Bangladesh initiated school feeding program targeted to schools chronically food insecure rural areas and in urban slums in capital, Dhaka.
The program was intended to distribute fortified biscuits to elementary school children in the targeted schools six days a week during the school year. The biscuits provided 300 kilocalories and range of micronutrients, contributing about 75% of vitamin a, zinc, folate and iron.

The goals of the program were to increase, school enrolment and attendance, reduce school repetition and dropout rates improve retention and learning capacity by reducing short term hunger and thereby improve school academic achievements cited by [Manager, BRAC Education Program and Vice- President Bangladesh English Language Teachers Association (BELTA), Dhaka, Bangladesh].

2.5 Research gap
After analyzing and considering the above literature, the researcher felt that still there was a gap for a research, which needed to be filled. Much of the literature review shows that education has largely been born by the public sector. The literature review has however failed to examine the issue of private sector input influence on quality education and subsequently enhanced KCSE performance, this therefore was the essence of this study which exhibited the influence of the private sector participation on KCSE performance of public secondary schools in Garissa Township; and why was the performance rate of students of this region in Kenya certificate of secondary education examination (KCSE) very much lower than other parts of Kenya. The private sector funding have established schools with proper equipment and facilities but greater emphasis need to be put in the performance of the schools to provide quality education.
2.6 Conceptual Framework

Figure 1 below shows the diagrammatic representation of variables in this study.

![Diagram showing the relationship between independent variables, intervening variable, and dependent variable]

**Figure 1: Interrelationship between variables in the influence of private sector participation on academic performance in public secondary schools**

Figure 1 gives a clear indication of the independent variable; Infrastructure development, provision of tuition facilities, and financing school programmes and all these are interrelated. The amount of private sector inputs depends on the effectiveness and efficiency of resource utilization by the school management, the amount of money the school gets determines the number of training sessions on managerial skills the administrators attends. The public secondary schools must prioritize their needs to attract private sector inputs. It also indicates the intervening and extraneous variables that may influence the KCSE performance of public secondary schools. The dependent variable is improving school KCSE performance.
This will encourage the private sector to continue supporting the infrastructure development, tuition equipment’s and bursary aid for bright and needy students to remain in school hence realize their academic inspirations.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter covers the methodology and procedures to be followed when carrying out the proposed study. The purpose of this section was to provide a description of the study area, research design, the study population, sample size and sampling techniques, data sources and instruments, data collection procedures, analysis and presentation. Each of the sub-headings mentioned above is separately discussed below.

3.2 Research Design
Research design is the plan for carrying out the research study (Kombo & Tromp, 2006). This study will employ descriptive survey research design. A survey is a deliberate attempt by the researcher to collect data from members of population in order to determine the current status of that population with respect to one or more variables (Mugenda & Mugenda, 2003).

A descriptive survey research design has been justified for this study because it captures the current perception of the population under the study with regards to the variables of the study. Descriptive Survey research design was intended to collect information about the aspects of education that is of interest, to policy makers, curriculum experts and Educators (Borg and Gall, 1989; Orodho, 2005 and Kothari, 2009). It explores and describes the opinions, feelings, views, preferences and attitudes of the selected sample of the population of the study.

According to Mitzel (1982), Survey research design is the most widely used for obtaining insights into variables of study and how ideas relate to the research problem. It was therefore suitable for this study because the factors that were to be
investigated and data collection procedures were descriptive in nature (Koul, 1984). Survey research design was used because the population to be studied was too large to observe directly. The survey research design therefore is useful because of the economy of taking a sample of the population to generalize results for the whole population.

3.3 Target Population
Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. The study population was focused on education officers and private sector representatives in Garissa Township in the management positions. The team provided useful information as they were involved in policy formulation and implementation of FDSE and advises the government on the problems encountered.

Principals of the sixteen secondary schools of Garissa Township, senior teachers and students whose institutions benefited from the infrastructure development, tuition facilities and financed school programs were focused to provide information on the amount of inputs used to support school development and impacts of the benefits accrued on school KCSE achievements.

3.4 Sample Size and Sampling Procedure
Weismar (2005) observed that due to limitation in time, resources and funds a study could be carried from a carefully selected sample to represent the entire population. Sampling is a systematic selection of representative cases from the larger population. The objective of sampling is to get accurate empirical data at a fraction of the cost that it would take to examine all possible cases.
The sampling was confined to public secondary schools in Garissa Township. Simple random sampling will be used to select 8 schools where the study was done. This represents 50% of the total number of schools in the area of study. This agrees with Kerlinger (1966) who noted that a sample size of at least 30% is a good representation of the entire population. All the 8 head-teachers of the selected schools participated in this study. All the 5 education officers and 5 representatives of donor agencies automatically participated in this study.

Simple random sampling was used to select 10% of the students from each of the selected schools. This means that a total of 52 students were selected to participate in this study. Therefore a total of about 86 respondents participated in this study. Table 3.1 presents the sampling frame

**Table 3.1: Sampling Size**

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school principals</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Senior teachers</td>
<td>36</td>
<td>16</td>
</tr>
<tr>
<td>Students</td>
<td>500</td>
<td>52</td>
</tr>
<tr>
<td>Educational officers</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Representatives of donor</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>562</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

**3.5 Research Instruments**
To gather data in relation to the study, the researcher used a questionnaire and interview schedules.
3.5.1 Questionnaires
A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The questionnaires comprised of section A and B where section A contained general information of the respondents such as sex, age bracket, type of school and KCSE mean score while part B contained information on the research objectives: influence of private sector infrastructural input on KCSE performance of learners, influence of private sector provision of tuition facilities on KCSE performance of learners and influence of private sector financing school programmes on KCSE result of learners.

The questionnaires used in this research consisted of structured and unstructured questions. Structured questions are easier to analyze, easier to administer because each item is followed by alternative answers. They are also economical to use in terms of time and money. However, the responses are limited and respondents were compelled to answer questions according to the researcher’s choice. Unstructured or open-ended questions on the other hand refer to those questions that give the respondent complete freedom of response. This permits a respondent to respond in his/her own way.

Respondent’s responses gave insight into their feelings, background, hidden motivation, interest and decisions (Mugenda & Mugenda, 2003). However, there is a tendency to provide information that did not answer the stipulated research questions or objectives. There is also difficulty in categorizing responses and hence difficulty in analyzing quantitatively.
3.5.2 Interview Schedule

This is an oral administration of questions which involves a face-to-face interaction. Kothari (2008) observes that interview schedules are particularly suitable for intensive investigation. The interview guide contained and captured detailed information from 8 school principals, 5 education officers and 5 donor agency representatives that focused on the three main research objectives: influence of private sector infrastructural input on KCSE performance of learners, influence of private sector provision of tuition facilities on KCSE performance on learners and influence of private sector financing school programmes on KCSE result of learners. Some of the advantages of using interviews are that the researcher obtains more information in greater depth. Further, personal information as well as supplementary information about the respondent’s personal characteristics is easy to get through an interview. Interviews enable the researcher to get in depth information and required data through the use of probing questions.

They also guard against confusing questions because of clarifying them. Interviews are flexible, take care of sensitive remarks and have high rate of response. They are however, disadvantageous in that they are expensive to administer, they can be abused, time consuming, and cannot be used effectively if the population target is too big. The researcher conducted personal interviews with representatives of donor Agencies and principals of the selected public secondary schools. The researcher used an interview schedule for the purpose of obtaining qualitative data from the respondents and used a highly standardized technique of recording the response for easier analysis. Respondents were taken through the question by the researcher personally to ensure that the research intentions were consistently adhered.
3.6 Validity of the Research Instruments
According to (Mugenda & Mugenda, 2003), validity is the accuracy and
meaningfulness of inferences, which are based on the research result i.e. the degree
to which results obtained from the analysis of the data actually represents the
phenomena under study. Therefore questionnaires or interview schedules are said to
be valid when they actually measure the intended parameters. The need to test the
content validity of the research instruments is inevitable. This serves to ascertain that
the item produced was relevant to the objectives of the study.

To test validity of the research instruments, the researcher sought the assistance of
the supervisors to ensure that they are valid. The researcher also consulted the
supervisors in the Department of Extra mural studies, University of Nairobi to
examine the pertinence of the content used in the questionnaires and interview
schedule in relation to the purpose of the study. The feedback provided was utilized
by the researcher to modify the items to ensure that they cover the variables to be
investigated in the research.

To enhance the validity of the instruments a pilot study was conducted in order to
assess the clarity of the instruments, then the results was presented to experts from
Garissa teachers college who were suitable to competently analyze the items in the
research instrument. They agreed that instrument had content and face validity.
Kerlinger (2003) established that the respondents would give biased information if
regularly visited administering the same questionnaires or interview schedules.
3.7 Reliability of the Research Instruments
Reliability ensures that the consistency of research measurement or the degree to which the questionnaires as a measure of an instrument, measures the same way each time it is used under the same condition with the same subjects (Orodho, 2005). A measure is considered reliable if a research’s finding on the same test given twice is similar. Data reliability ensures that the research ensured that there was precision with which data is collected. If the same results are gained time after time, no matter how many times you conduct a piece of research, this suggests that the data collected is reliable and tested through piloting.

The test-retest technique was used to establish the reliability of the instruments. The developed questionnaires were given to a few identical subjects within the pilot study group. Their responses were scored manually. The same questionnaire was administered to the same group after two weeks.

The responses were again scored manually; a comparison between the two scores was made. Pearson product moment formula was employed to estimate the degree to which the same results could be obtained with a repeated measure of accuracy. Since the two tests were similar, score obtained by each respondent was quite close and was inconformity with the Pearson’s product moment correlation coefficient formula used below.

\[
r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma (x)^2 - (\Sigma x)^2][N\Sigma (y)^2 - (\Sigma y)^2]}}
\]

The reliability coefficient was 0.76. According to Mugenda and Mugenda (1999) a coefficient of above 0.70 or more showed that there is high reliability of data.
3.8 Data Collection Procedures

Before collecting data, the researcher sought for an introductory letter from the School of Education, Nairobi University addressed to National Council for Science and Technology. Thereafter, a permit and an authorization letter to carry out research were issued by National Council for Science and Technology. The researcher then proceeded to inform the District Education Officer about the intended research and allowed to write a permission letter that was referenced with the research topic addressed to respondents (transmittal letter). Their authorization letters were collected by the researcher.

The researcher proceeded to the field where he administered the research instruments. Filling of the questionnaire was done in the presence of the researcher so that the researcher can give clarification on questions or items in the questionnaire that might not be clear. However, those which were not filled immediately, the researcher allowed respondents time to fill them and then collected later.
Table 3.2 Operational Definition of Variables
Indicators were denoted by the main variables under the study in order to render them measurable.

<table>
<thead>
<tr>
<th>Objective</th>
<th>independent variable</th>
<th>Indicators</th>
<th>measure</th>
<th>scale of measurement</th>
<th>Tool of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the influence of private sectors infrastructural input on</td>
<td>Infrastructural input</td>
<td>KCSE performance</td>
<td>Dimension of success</td>
<td>Ordinal</td>
<td>Descriptive</td>
</tr>
<tr>
<td>KCSE performance of schools in Garissa Township.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To establish the influence of private sector provision of tuition</td>
<td>Provision of tuition</td>
<td>Availability and adequacy</td>
<td>Number of tuition</td>
<td>Nominal</td>
<td>Descriptive</td>
</tr>
<tr>
<td>facilities on KCSE performance in public secondary schools in Garissa</td>
<td>facilities</td>
<td>of tuition facilities</td>
<td>facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Township</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To determine the influence of private sectors financing school</td>
<td>Financing school</td>
<td>School programmes</td>
<td>Number and type of</td>
<td>Nominal</td>
<td>Descriptive</td>
</tr>
<tr>
<td>programmes inputs on KCSE performance in public secondary schools in</td>
<td>programmes</td>
<td>programmes</td>
<td>programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garissa Township</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


3.9 Data Analysis
This refers to the examination of the coded data critically and making inferences
(Kombo and Tromp, 2006). Data analysis follows after the data has been collected
then coding is usually is done through which categories of data are transformed into
symbols that may be tabulated and counted (Kothari, 2004). In this study, data was
analyzed using descriptive techniques which included frequencies and percentages.
Data was presented in frequency tables and was done through the use of a computer
programme called Statistical Package for Social Science (SPSS).

3.10 Ethical Considerations
The respondents were assured that the responses they gave were used with complete
confidentiality and for the purpose of the research study only. The researcher also
took individual responsibility for the conduct and consequences of the research by
adhering to the time schedule agreed upon with the officers and schools
administration. In this regard, the researcher considered the following ethical issues;
3.10.1. Beneficence; the researcher hoped to maximize good outcomes for science,
humanity, and the individual research participants and as well minimized
unnecessary risk, harm or any wrong doing.
3.10.2. Justice; the researcher ensured that those who bear the risk in the research are
those who benefit from it. Further ensured procedures are reasonable, non-
exploitative, carefully considered and fairly administered
3.10.3. Respect; the researcher treated people with respect and courtesy, including
those who were not autonomous e.g small children, people with mental problems
etc. Therefore, the researcher was open and honest when dealing with respondents.
The respondents were assured of getting the feedback from the research if they need
it after the study. This is aimed at securing co-operation from them.
3.11 Summary
This chapter discussed the description of the research methodology, and in particular the area of study, research design, the target population of study, the sampling procedure, validity and reliability of the research instrument, methods of data collection, methods of data analysis and ethics in research.
CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation and discussion of the research findings. In the first section, descriptive statistics are used to provide background information of the respondents who participated in this study. The second section presents the analysis of the responses to the specific objectives of the study as provided by the respondents in the questionnaires. The purpose of this study was to assess the influence of private sector participation on KCSE performance of public secondary schools in Garissa Township.

The study was guided by three objectives. Research objective one sought to determine the influence of private sectors infrastructural input on KCSE performance of learners in Garissa Township; research objective two sought to establish the influence of private sector provision of tuition facilities on KCSE performance of public secondary schools in Garissa Township while research objective three sought to determine the influence of private sectors financing school programmes inputs on KCSE performance of public secondary schools in Garissa Township.

Data is analyzed according to the research questions formulated for this particular study. This being an explorative research the SPSS computer software for analyzing social data was used to arrive at frequency and percentage which were thereafter tabulated.

4.2. Presentation and Analysis of Data.

The study was carried at several secondary schools in Garissa Township. The schools are located at a distance varied from 0.5 km to 15km within Garissa Township. The schools are strategically placed in the town. The sponsored secondary schools had generally good infrastructure development, provision of tuition facilities and ongoing programmes run by private sector agencies. It is a long the trend that the private sector had interest to support
secondary schools in the Municipality with the intention of ensuring quality delivery for the improvement of learners KCSE performance.

The private sectors created employment for the local community and offered training services to alleviate poverty by providing quality education. The private sector agencies are involved in raising the quality and performance standards of secondary schools with the objective to:

(i) Support infrastructure and facilities development in schools to promote quality learning and transition rate from secondary to tertiary levels of educations.

(ii) Support the provision of teaching and learning materials for effective learning and enhancing KCSE performance.

(iii) Create employment and empower the local community to overcome poverty through literacy programmes as they are the host community.

The study sought general information from students and senior teachers as respondents who participated in this study through filling questionnaires. The information sought was gender, age bracket, type of school and school mean score. The responses on each of the mentioned items are presented in the following sub-sections.

4.2.1 Gender of respondents

Gender is socially constructed roles among men and women in the society. Gender is considered in the study because both males and females are stakeholders therefore equally contribute to the well being of the society. Respondent’s responses on their gender are shown in the table below.
Table 4.1 Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>61.5</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>38.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.1, majority 32 (61.5%) of the students and senior teachers who participated in this study were males while the remaining 20 (38.5%) were female. This indicates that there is gender disparity since there are more male respondents than females in the field of study. This clearly states that male students and senior teachers are dominant in institutions where the study was carried out. Therefore, the female students and teachers need to inspire a lot in acquiring education so as to be at the same level with the males. This will also encourage positively gender equity.

4.2.2 Age of respondents

Respondents have age variations which equally display different levels of experience, skills and knowledge that the researcher saw worthy in integrating to the study as respondents gave their desired responses according to their ages. The responses on age of the students and senior teachers who participated in the study are shown in the table below.

Table 4.2 Ages of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 – 18</td>
<td>42</td>
<td>80.8</td>
</tr>
<tr>
<td>18 – 22</td>
<td>6</td>
<td>11.5</td>
</tr>
<tr>
<td>Above 22</td>
<td>4</td>
<td>17.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
It is indicated in table 4.2 that 42 (80.8%) of the respondents were 14-18 years old while 6 (11.5%) were 18-22 years. However, there were 4 (7.7%) of the students and senior teachers who were above 22 years old. This shows that almost all the respondents who filled the questionnaires are youthful therefore Garissa township has a lot of energetic young Kenyans who can steer up the standards of education particularly KCSE performance of learners hence helps realization of education goals envisaged in the vision 2030.

4.2.3 Type of school

Different type of schools were considered during data collection as they were source of prudent information regarding the topic of the study where sample of eight public secondary school within Garissa township were concentrated and respondents were asked to state the type of their school where they were learning or teaching at. Their responses are as shown in table below.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys day</td>
<td>16</td>
<td>30.8</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>20</td>
<td>38.5</td>
</tr>
<tr>
<td>Girls day</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>14</td>
<td>26.9</td>
</tr>
<tr>
<td>Mixed</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is evident in table 4.3 that 20 (38.5%) of the students and senior teachers were in boys boarding schools, where 16 (30.8%) were in boys day schools. Further, 14 (26.9%) were in Girls boarding schools. Only 2 (3.8) were in girls day schools.
It was noted that there were no mixed schools in the area of study. Most of the schools were boys schools there were only three girls’ schools i.e. one-boarding and two-day schools thus indicated that, the communities are not enlightened to take their girls to school. The study indicates that there are more day secondary schools than boarding schools since schools are located within the reach of the children. Before the implementation of donor projects, most of the schools had poor infrastructure and facilities.

The situation changed when the private sector assisted the schools with financial contributions to improve the infrastructure, tuition facility and programme development. The study indicates that there are more boarding secondary schools than day schools.

**4.2.4 KCSE school Mean score**

KCSE mean scores of different schools of various backgrounds were obtained to display their academic disparities that was sought to be relevant in suggesting how their institutional KCSE performance were influenced by private sector participatory support. The KCSE mean score of the schools where the study was done in the previous examination were captured in the table below.

**Table 4.4 KCSE School Mean Score**

<table>
<thead>
<tr>
<th>Mean score</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3</td>
<td>10</td>
<td>19.2</td>
</tr>
<tr>
<td>3 – 5</td>
<td>36</td>
<td>69.3</td>
</tr>
<tr>
<td>6 – 8</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>Above 8</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
As indicated in Table 4.4 over half 36 (69.3%) of the respondents were in schools with mean score of 3-5 as another 10 (19.2%) had mean score of 6-8 and 1(19%) had mean score of above 8. This indicates that most of the schools’ KCSE mean scores are below average and therefore posted challenge to both school administrators and private sectors personnel to not only accentuate on physical facilities but endeavor to promote and facilitate quality instruction so as to enhance learners KCSE performance.

4.2.5. Influence of Private Sector Provision of Tuition Facilities on KCSE Performance

One of the objectives of the study was to determine the influence of private sectors provision of tuition facilities on KCSE performance of learners. The respondents were first asked to state whether private sector provision of tuition facilities have an influence on KCSE performance in their school. The responses are presented in Table 4.5 below.

Table 4.5 whether Provision of Tuition Facilities has Influence in KCSE Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>76.9</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5 reveals that 40 (76.9%) of the respondents who participated in this study asserted that private sectors provision of tuition facilities has an influence on KCSE performance of learners in the area of study since tuition facilities are the main building blocks of performance enhancements whereas the remaining 12 (23.1 %) stated that it doesn’t affect owing to the fact that they were below threshold level in terms of abundance to have influence on KCSE performance.

The respondents were further asked to state their opinion concerning the effect of specific tuition facilities on the KCSE performance. The responses are shown in the table below.
Table 4.6 Tuition Facilities

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Provision of textbooks, dictionaries, revision books</td>
<td>21</td>
<td>40.4</td>
<td>14</td>
<td>26.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provision of exercise books, stationerries</td>
<td>18</td>
<td>34.6</td>
<td>23</td>
<td>44.2</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>19.2</td>
<td>7</td>
<td>13.5</td>
<td>7</td>
<td>13.5</td>
</tr>
<tr>
<td>Provision of e-learning programmes</td>
<td>4</td>
<td>7.7</td>
<td>10</td>
<td>19.2</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>Provision of Human resources e.g teachers</td>
<td>24</td>
<td>46.2</td>
<td>16</td>
<td>30.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11.5</td>
<td>6</td>
<td>11.5</td>
<td>6</td>
<td>11.5</td>
</tr>
<tr>
<td>Provision of laboratory equipments</td>
<td>31</td>
<td>59.6</td>
<td>15</td>
<td>28.8</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>100.0</td>
<td>52</td>
<td>100.0</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The finding shown in Table 4.6 indicates that majority (67.3%) of the respondents agreed that provision of textbooks, dictionaries and revision materials has led to the improvement of KCSE performance in the schools where the study was done. It is further shown that 17 (32.7%) disagreed. According to this category of respondents, provision books do influence the KCSE performance of learners.

Table 4.6 also reveals that 41(78.8%) agreed that provision of exercise books and other stationerries influence positively the academic performance of learners in KCSE, whereas 10 (19.2%) disagreed. Only 1(1.9) remained neutral.

The study established that 34 (65.3 %) of the respondents disagreed to the view that provision of e-learning programmes enhance their performance in KCSE. Only 14 (26.9%) agreed. It is further indicated that 40 (77%) of the students agreed that provision of human resources for
example teachers influence the academic performance of learners in KCSE there were however, 12 (23%) who disagreed. Concerning the provision of laboratory equipments, 46 (88.4%) of the respondents agreed that this influence agreed that this influences academic performance of the learners in KCSE. Only 4 (7.7%) disagreed with 2 (3.8%) being neutral.

4.2.6. Influence of Private Sectors Financing School Programmes

The study sought to establish the effect of private sectors financing school programmes on academic performance on this variable is presented in the Table 4.7.
### Table 4.7 Influence of Private Sector Financing School Programme on KCSE

**Performance of learners.**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Financing academic trips</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>11.5</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Financing resource speakers</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>7.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Financing motivation of teachers and students</td>
<td>7</td>
<td>13.5</td>
<td>11</td>
<td>21.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Financing school feeding programme</td>
<td>19</td>
<td>36.5</td>
<td>14</td>
<td>26.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Financing bursary scheme for bright and needy students</td>
<td>16</td>
<td>30.8</td>
<td>22</td>
<td>42.3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.7 shows that majority (94.6%) of the respondents did not consider private sectors’ financing of academic trips as a factor influencing academic performance of learners in KCSE while 6 (11.5%) agreed. There were 48 (92.3%) who asserted that financing resource speakers by private sectors did not influence academic performance of learners in KCSE. Only 4 (7.7%)
agreed. The findings further, reveals that 34 (65.4 %) private sectors financing of motivation of
teachers and students did not influence academic performance of learners in KCSE. However,
18 (35.7%) agreed.

Table 4.7 reveals that 33 (63.4 %) of the respondents who participated in this study agreed that
private sectors financing of school feeding programmes influences academic performance of
learners in KCSE, whereas 19 (36.6%) disagreed. It is also revealed that 38 (73.1 %) of the
respondents agreed that financing bursary schemes for bright and needy students influences
academic performance of learners in KCSE. Only 14 (26.9%) disagreed.

4.2.7. Influence of Private Sectors Infrastructural Input on KCSE Performance of
Learners
The respondents were asked to state the influence of Private Sectors infrastructural input on
KCSE Performance of Learners and their responses are stated in Table 4.8.
### Table 4.8 Influence of Private Sectors Infrastructural Input on KCSE Performance of Learners

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA F</th>
<th>%</th>
<th>A f</th>
<th>%</th>
<th>N F</th>
<th>%</th>
<th>D f</th>
<th>%</th>
<th>SD F</th>
<th>%</th>
<th>TOTAL F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of permanent buildings (eg. Laboratories, library, offices, dormitories, staff houses etc.)</td>
<td>12</td>
<td>23.1</td>
<td>17</td>
<td>32.7</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>28.8</td>
<td>8</td>
<td>15.4</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Provision of electricity facilities</td>
<td>14</td>
<td>26.9</td>
<td>10</td>
<td>19.2</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>38.5</td>
<td>8</td>
<td>15.4</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Provision of clean drinking water</td>
<td>17</td>
<td>32.7</td>
<td>16</td>
<td>30.8</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>15.4</td>
<td>11</td>
<td>21.2</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Provision of telephone services</td>
<td>4</td>
<td>7.7</td>
<td>6</td>
<td>11.5</td>
<td>3</td>
<td>5.8</td>
<td>30</td>
<td>57.7</td>
<td>9</td>
<td>17.3</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Construction of safe routes to school</td>
<td>7</td>
<td>32.7</td>
<td>8</td>
<td>15.4</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>46.2</td>
<td>13</td>
<td>25</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Maintenance of security within and around the school</td>
<td>6</td>
<td>11.5</td>
<td>13</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>9.6</td>
<td>3</td>
<td>5.8</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Provision of ICT facilities</td>
<td>12</td>
<td>23.1</td>
<td>18</td>
<td>34.6</td>
<td>4</td>
<td>7.7</td>
<td>6</td>
<td>11.5</td>
<td>12</td>
<td>23.1</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Setting up of health facilities</td>
<td>6</td>
<td>11.5</td>
<td>20</td>
<td>38.5</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>15.4</td>
<td>18</td>
<td>34.6</td>
<td>52</td>
<td>100.0</td>
</tr>
<tr>
<td>Provision of sewage systems</td>
<td>3</td>
<td>5.8</td>
<td>6</td>
<td>11.5</td>
<td>1</td>
<td>1.9</td>
<td>10</td>
<td>19.2</td>
<td>32</td>
<td>61.5</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.8, 29 (55.8 %) of the respondents stated that private sectors’ participation in the construction of permanent buildings in schools influences academic performance of learners in KCSE. The remaining 23 (44.2 %) disagreed. It is also indicated that 24 (46.1 %)
agreed that private sectors’ provision of electricity facilities influences academic performance of learners in KCSE whereas slightly above half (53.9%) disagreed.

Table 4.8 shows that 63.5% of the respondents agreed that private sectors’ provision of clean drinking water influences academic performance of learners in KCSE whereas 19 (36.6%) disagreed. Further, 39 (75 %) disagreed on the statement that private sectors’ provision of telephone services influences academic performance of learners in KCSE. It should also be noted that 30 (57.7 %) of the respondents asserted that private sectors’ provision of ICT facilities influences academic performance of learners in KCSE while18 (34.6 %) disagreed. There were 50% of the respondents who stated that setting up of health facilities by private sector has influenced academic performance of learners in KCSE. However, majority (80.7%) stated that private sector’s provision of sewage systems has not influenced academic performance of learners in KCSE.

4.2.8. Interview responses from principals, Education officers and donor agency representatives on private sector infrastructural inputs, provision of tuition facilities and financing school programs
Table 4.9: Data pertaining to principals’ responses

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private sector infrastructural inputs on KCSE</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of learning facilities and influence on</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>KCSE results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donors supplements on provision of physical facilities</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Provision of foodstuffs to schools</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Bursary schemes for bright and needy students</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Suggestions on donor funding</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.9 reflects that all the visited secondary schools had private sector infrastructural inputs for about five years. All the seven principals interviewed agreed that ‘the funding of infrastructural inputs were available and had influence on KCSE performance in the visited secondary schools’’ hence it was necessary to maintain the standards of the infrastructural facilities for better results. Four of the seven principals interviewed said, ‘Learning facilities were available and had impact on KCSE performance of learners’’ however the remaining three principals said, ‘learning facilities were not available and therefore its influence on KCSE results could not be established’’.

Out of the seven principals interviewed, only one said, ‘‘donors did not supplement government’s effort in the provision of physical facilities and therefore their influence on KCSE performance cannot be gauged’’.
All the principals visited said, ‘there were provision of foodstuffs to schools which attracted the enrolment of learner’s from nomadic background in schools and further utilized the opportunity to concentrate on their studies hence achieved their academic inspirations by posting better KCSE results for the previous years’’.

Three of the principals interviewed said, ‘’bursary schemes for the bright and needy students were provided and this enabled the enrolment and retention of students from low social-economic background’’, this influenced their KCSE performance while the remaining four principals said, ‘’bursary schemes were not available for bright and needy students’’ meaning that their enrolment, retention and KCSE improvement was not guaranty. They further suggested, private sector sponsors should be attracted in order to uplift the standards of lives of bright and needy young Kenyans whose live prospects is in doubt without such a golden support’’.

The entire principals whose schools were visited for this study said, ‘’donor funding is ongoing, supportive and impactful in relation to KCSE performance of learners since with the availability of infrastructural facilities, they had been improving academically’’ however, they echoed that government should provide favorable policies for diversification of more donor education support investments. Most of the principals visited noted that despite rise in enrolment the quality of education was not compromised since there were provisions of sufficient learning facilities by the private sectors.

The principals over see and administer the private sector projects in the schools. Some institutions lacked heads acquainted with skills on project implementations. However achievements have been made in curriculum development and delivery to certain extent there in provision of quality education. In most institutions, there has been acute shortage of teachers. This understaffing observed in all the institutions compromised the quality of education of secondary schools in Garissa Township.
Table 4.10: Data pertaining to Education Officer’s responses

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private sector participation influence on KCSE results</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Donors infrastructural inputs in schools and its impact</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Sufficiency of tuition facilities and its influence on KCSE performance</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Agency supplements’ in provision of learning facilities</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Provision of foodstuffs and bursary scheme</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Good impact of physical facilities at schools</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Opinion on donor funding</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

All the five education officers interviewed said, “there were private sector participation which influenced KCSE results of learners”. This was evidenced with presence of physical facilities in secondary schools which contributed to improved KCSE performance.

Out of the five interviewed education officers, three said, “there were donors infrastructural input in schools which had great influence on quality education and subsequently KCSE performance of learners in the areas of their jurisdictions” while the other two education officers said, “there were no donors infrastructural inputs and no pertinent impact on education and KCSE results”.

Four out of the five interviewed education officers responded, “there were sufficient provision of tuition facilities which had an influence on KCSE performance of learners”. While the remaining officer said, “tuition facilities were not sufficient and due to this it had no measurable impact on KCSE performances of learners”.

Four of the five education officers interviewed said, “donors supplemented the government effort in the provision of learning facilities which positively influenced KCSE results of the learners”, however the remaining education officer suggested, “that donors did not supplement
the government in the provision of learning facilities, therefore this did not influenced KCSE results of learners’’ due to shortage of learning facilities.

Two out of the five interviewed education officers said, ’’there were provision of food stuffs and bursary scheme for learners which influenced their retention and concentration in school hence had better performance’’ however, the remaining majority (3) education officers said, ’’there were no adequate provision of food stuffs and bursary schemes for the bright and needy students thus it did not positively influence their retention and KCSE performance in schools’’.

Four of the five interviewed education officers said, ’’physical facilities provided by private sector had good impact in provision of quality education and in general enhanced KCSE performance of learners’’ however, the remaining education officer echoed, ’’private sector did not provide enough physical facilities which had no impact on education and in general performance of learners’’.

Four out of the five interviewed education officers gave their opinion on donor funding by saying, ’’it was adequate, supportive and impactful in that it promoted quality teaching and in general contributed better KCSE results of learners’’. However the only remaining education officer disagreed by saying, ’’donor funding was inadequate and hence could not positively promote quality education and enhancement of KCSE performance of learners’’.

The education officers had managed to carry out the formulation of projects but did not have enough time to visit the projects on site for monitoring and evaluation due to lack of transportation and other logistics e.g. funds. They have encouraged the schools to utilize physical facilities effectively and efficiently for quality instruction and KCSE improvements.

Education officers advised to avoid duplication of projects when seeking an appeal for funds and more importantly to follow the procurement guidelines for proper realization of desired projects but due to lack of training and effective managerial skills, some of the projects needed rehabilitation.
The education officers have trained the teachers on the ministry guidelines in modern curriculum design and delivery and ensured its adherence for effective teaching and improvement of KCSE targets. Most the education officers commented on financing of school feeding and bursary programmes as inadequate and did not promote enrollment and KCSE enhancement as expected hence suggested the need to appeal for more financial allocation.

All the education officers interviewed applauded with the impressive KCSE results realized in the Municipality and attributed this to the private sector funding on infrastructural, tuition facilities and as well as financing other school programmes and moreover encouraged for more funding support.

Table 4.11: Data pertaining to private sector officers responses

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of department dealing with support</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult DEO’S/CDE</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Ensure School follow guidelines</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Evaluate costing</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Monitor Infrastructure in progress</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Appreciate funds utilization</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>General dissatisfaction</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

About 80% of the respondents who were interviewed responded positively showing that the private sector officers providing the funds had a management response for funds utilization and they normally consult CDE/DEO for guidance.

Four of the five interviewed donor officers said,” there were fully established departments in both schools and the ministry of education at grassroot level which properly managed the
support programmes in schools’’ while the other donor officer said,’’ there were no properly established departments both in schools and education offices to handle donor support programmes’’, this lead to unachieved objectives of the support programmes.

Four of the five interviewed donor officers said,’’ there were proper consultations by donors with both county education director and TSC county director on formulation and implementation of private sector support programmes’’, however the remaining donor officer said,’’ there were no proper consultations between donors and education and TSC officers on the nature of programmes to initiate hence rendered most of the projects fruitless’’.

Four of the five donor officers interviewed said,’’ donors, ministry officials and school management team adhered ministry policy and donor programme guidelines on the type of projects initiated, processed and implemented its objectives’’. While the only remaining donor officer said,’’ ministry policies and donor guidelines were not adhered to hence faulted the project process leading to unachievable project objectives’’.

Four of the donor officers interviewed reported,’’ that cost evaluation on projects was properly done within the three constraints of projects; time, cost and scope hence project implementations were successful’’. However the remaining officer said,’’ Proper cost evaluation was not done as it interfered the three constraints thus overstretched project objectives deeming unobtainable’’.

Three of the five donors interviewed reported,’’ Infrastructural project progress were carefully monitored and project objectives were delivered’’. However the remaining two donor officers disagreed that,’’ infrastructural project progress were not monitored leading to poor implementation and attainments of project objectives’’. 
Four of the five interviewed officers said, “there was proper utilization of funds as well as good implementation of project activities hence appreciated project outcome”, while the remaining officer disagreed with the majority and said, “there were poor fund utilization and implementation of project activities”.

However all the five interviewed donor officers echoed, “that there was general dissatisfaction on how project resources and activities were managed by school management and vowed to withdraw their sponsorship on school programmes if the same trends persists”. They showed appreciation that the funds were utilized with visible infrastructure and facilities for KCSE performance enhancement but the beneficiary institutions did not follow well the government procurement guidelines and therefore they needed further training on funds utilization for realization of quality education.

There is lack of community ownership where there is high overdependence on donor’s project that mostly leads to collapse of personal and organizational initiatives after the end of the project period. Most of the private officers expressed that political and tribal interferences sometimes leads to collapse of projects.

However, the study of the influence was commendable despite the problems faced by the secondary schools. This clearly indicates that the achievement of the donor funds to secondary schools had increased enrolment and subsequently improved KCSE results to certain extent.

The private sector agencies have supported secondary schools with financial assistance to construct more classrooms and provision of learning facilities. This has enriched the status of education in Garissa Township. There have been no much achievements in evaluating the
projects as the donor agencies lacked monitoring and evaluation experts to quantify the achievements.

4.3. Interpretation of the data

As stated in the literature review, in Kenya there has been an increasing allocation of resources in education by both the government and the private sector. Education has affected positively on the creation of work force and development (James, 1991)

Studies carried out by different researchers have found out that the cost of education has been on a steady increase, which in turn cost the government and the donor’s great expenditure (World Bank, 1998).

The private sector agencies undertake the construction and repair of physical facilities in secondary schools of Garissa Township targeting KCSE achievements. Many schools have benefited with additional classrooms, dormitories, laboratories, washrooms etc or improvement on teaching and learning facilities such as lockers and chairs, Computers, Science lab apparatus, staff chairs and tables, textbooks and office stationeries’ etc.

This has increased the access, retention, KCSE improvements and increased transition rates of secondary schools. Students have also benefited for either attachment or visit to learn about the functions of private sector agencies for future career advancements.

The private sector agencies are committed to provide education policy that fully covers the academic development of secondary education. The private sector gives financial contribution to the secondary schools through BOG/SMC and it is through them funds are paid to the schools accounts, some schools are paid directly without involving the BOG/SMC.

The Education policy was formulated on realization that free and compulsory primary and day secondary education that attracted many children to enroll which translate the increased
enrolment rate of secondary due to high exit rate of primary level into secondary level with lack of physical infrastructure to accommodate them and ensure their academic aspirations.

The private sector agencies recognized the socializing effect of secondary education. Primary education provides a conducive environment for basic and intellectual development of the child. While Secondary education is an essential element to eradicate illiteracy and provide change at individual level of education to gain economic and social returns.

The private sector agencies wanted to have an all round developed child who would fully integrate into the society and the world of work. It is along this argument that the non-governmental organization have supported bright students and created a girls friendly environment in both primary and secondary schools, to provide a foundation for future career training. Financial Assistance was awarded by the private sector to some secondary schools in Garissa Township to which the researcher have chosen a sample of eight secondary schools.
CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction
This chapter presents summary of the findings, discussions, conclusions, recommendations, from the study and suggestions for further research. The chapter is based on the findings of the preceding chapter, objectives of the study and the research questions that were answered by the study.

5.2 Summary of the Findings
The study was carried out to find the influence of private sector participation on KCSE performance of public secondary schools in Garissa Township. Respondents were chosen from the beneficiary institution and descriptive statistics was used to determine the extent of private sector funding towards infrastructure and facility development for KCSE improvements.
Infrastructure development and analysis of the variables were used to determine and evaluate projects academic inputs.
This study framed its attention on trends in the financing of secondary education for influencing KCSE performance by the private sector in Kenya with emphasis to secondary schools in Garissa Township.

Properly established and utilized infrastructural facilities serves an analysis of the school needs in terms of the finances and resources required to support continuous development process for the improvement of secondary education.

The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the school is prepared and the prioritized needs of the school are put in preference regarding areas of academic improvement. Private sector funding have established schools in Garissa Township with proper equipment and facilities for quality results but greater emphasis need to be put in further enhancement of KCSE performance of the schools to provide quality education. The
governments of Kenya and private sector have collectively endeavored to enhance development of education in the country since the attainment of political independence in 1963.

Lack of managerial skills has affected the projection of school academic development. Some school managers and principals of Garissa Township lacked management skills and rarely have capacity building training; thus affecting prioritization of school academic projects which further hinders quality instruction and subsequently lowers KCSE results. Politicians’ interferences and lack of managerial skills of school managers are some of the challenges facing the private sector funding on projects of secondary schools in Garissa Township.

5.3. Discussion

Discussions of the reviewed writing and the report of the conducted study in relation to the general information of respondents and the three main objectives of the research are as follows.

5.3.1 General Information on the Respondents

The findings of the study indicate that respondents who participated in this study were education officers (5.5%), students (62.2%), school principles (8.8%), donor representative (5.5%) and senior teachers (17.7%). 32 (61.5%) of the respondents were male while the remaining 20 (38.5 %) were female. Majority of the respondents were age between 14 and 18years (80%), 11.5% were between 18 and 22 years, However 7.7% of the students were above 22years.

5.3.2 Establish the influence of private sector provision of tuition facilities on KCSE performance.

The study sought to establish the influence of private sector provision of tuition facilities on KCSE results. The findings reveals that majority of the respondents agreed that provision of tuition facilities influenced KCSE performance in Garissa Township. Majority (88.4%) of the respondents stated that tuition facilities e.g. laboratory equipments influences KCSE examination outcome to a greater extent. However some gave contrasting ideas. They (7.7%) disagreed that it has no any effects on KCSE results in the area where the study was done. Concerning e-learning programmes, majority of the respondents (65.3%) disagreed that it
enhances KCSE performance since they are not used to the programme while 26.9% of the respondents agreed it influences KCSE results of public secondary school in Garissa Township.

This finding is in agreement with the studies carried by (Farell and Heyneman, 1989), that private sector provision of tuition facilities like textbooks had a positive effect on learning and performance in school effectiveness and further indicated that there had been direct and positive correlation with pupil achievement in the national examinations.

Regarding computer applications in schools, the studies done by (Brackel and Chisenga, 2003), had shown private sector provision of tuition facilities e.g. ICT had significant impact on all areas of human activity especially learning for better performance and this is inconformity with the researcher findings. In addition Studies done by (Agbogum, 1991) stated that private sector provision of tuition facilities such as scientific equipments enhances the performance of practical work which equipped students with appreciation of spirit and methods of analytical problem solving. Further more this finding agrees with the studies done by Woolnough, B. E. and Allsop, T. (1985), which suggested the use of practical work facilitated by private sectors fosters students positions and attitudes towards maintaining their interest in science subject hence improves their scientific skills as well as attain an impressive performance in sciences.

5.3.3 Determine the influence of private sector infrastructural input on KCSE performance of public secondary schools.
29 (55.8%) of the respondents stated that construction of permanent buildings in schools influences academic performance of learners in KCSE while the remaining 23 (44.2 %) disagreed. According to the respondents, private sector infrastructural inputs influence learner’s KCSE performance to a high extent. However, majority of the respondents (80.7%) asserted that private sector provision of sewerage systems has not influenced academic performance of learners in KCSE.
This findings agrees with studies done by (Seweje:2000, Olubor and Unyimadu, 2001), which indicated laboratories built by private sectors had been found to be scientist workshop where practical activities are conducted to enhance the meaningful learning of science concepts and theories which subsequently promoted improved performance in secondary examination. Laboratories have been found to be a primary vehicle for promoting formal reasoning and students understanding skills, thereby enhancing desired learning outcomes in performance. (Jeske, 1990: Ogunleye, 2002).

In addition, this findings agrees with the study carried by Holte (1989) that reading adds up quality to life and provides access to cultural heritage which is usually facilitated by private sector organizations around host communities. He further pointed out that library facilities empowers and emancipate citizens intellectual abilities. Equally this findings is inline with President Obamas (2008), keynote address that clearly pointed out government with private sectors support, children through provision of standard library facilities will help them achieve their academic expectations.

Similarly, Olukemi (2010) advised Nigerian youths to imbibe the use of library and reading culture to enhance performance of learners in national examinations which is Inconsistent to this findings. Also Makotsi (2005) said quality reading materials improves access to relevant information and promotes proper utilization of reading facilities which a pre-requisites for strengthening literacy skills, widening education and help learners to address the cost of poverty.

5.3.4 Determine the influence of private sector financing school programmes on KCSE performance.

The study sought to establish the influence of private sector financing school programmes on KCSE results in Garissa Township. It was found that financing school programmes influences KCSE performance of public secondary schools in Garissa Township. Findings revealed that Majority of the respondents 33 (63.4%) who participated in the study agreed that private sector
financing school feeding programme influences academic performance of learners in KCSE whereas 19 (36.6%) disagreed. It is also revealed 38 (73.1%) of the respondents agreed that financing bursary schemes for bright and needy students influences their KCSE performance however 14 (26.9 %) of the respondent disagreed.

This findings agrees with the reviewed research by Boyle (2002), that fees payment by private sectors for bright and needy students commonly had much impact on their enrolment, retention and enhanced performance in their examinations. In addition international private sector like World Food Program (WFP) supported the royal government of Bhutan in its policy of improving access to quality education by providing daily meals to school children particularly from poor and food insecure families in remote areas.

The goals of feeding program were to increase school enrolment and attendance to reduce school repetition and dropout rates. This improves retention and learning capacity by reducing short term hunger thereby raising school academic achievements cited by [Manager, BRAC Education Program and Vice- President Bangladesh English Language Teachers Association (BELTA), Dhaka, Bangladesh]

5.4 Conclusions
The contribution had increased the quality of physical structures and facilities and had improved the provision of basic education. The donor agencies have also supported the education of bright students through bursary contributions. The bursary scheme is provided to top KCPE students and best performing students in terminal examinations who are needy.

The private sector officers hope that such students, whose foundation in education is laid in a well – equipped secondary schools will be able to determine and prepare for their future carriers, more effectively and end up providing highly skilled labour to the government and the private sector organizations as well as take part in the community development.
As explained in chapter four to certain extent there is relationship between the growth of institutions in physical facilities and the increased enrolment and KCSE performance of needy students.

The private sector is committed to support the schools and raise educational expenditure for improving academic performance further in future. This ensures that the private sector support program has the potential to continue improving secondary education examination in the Municipality and the entire county.

There are sound reasons for the private sector to expand its program that entrance educational needs of the community and encourage them to provide basic literacy to the school age going children and especially the girl child suffering domestic child labour and early marriage instead of being enrolled to schools. Some secondary schools have been made girls friendly environment with the provision of ablution facilities e.g. sanitary towels hence enhances their performance.

In spite of the fact that the private sector immensely contributed towards financing secondary education, some of the responses that emerged among the respondents were inadequate teaching staff at schools that impedes performance of learners in KCSE. This demands the private sector go out of their way to carry need assessment of secondary schools needing financial assistance and extend help to those schools that are genuinely in need of human resources and other educational facilities and have not yet benefited their assistance.

Therefore, based on the findings of the study, it can be concluded that provision of tuition facilities influenced KCSE performance in public secondary schools in Garissa Township to a great extent. The private sector infrastructural inputs were also found to influence greatly KCSE performance in Garissa Township. Further, it can be culminated that financing school programmes influences KCSE performance to a high extent.
5.5 Recommendations of the Study.

The following recommendations emerged from this study:

The private sector ought to diversify their support to schools to include the support in improving the quality of instruction and further enhance KCSE performance. They should finance in service courses for teachers and school management committee in order to improve their management and pedagogical skills for enhancement of KCSE performance.

The government should form an educational policy to guide the financing of secondary education by the private sector, which should be supported by the Efficiency Monitoring Unit to assure the private sector that the government is committed to recognize the efforts of the private sector in the improvement of secondary education performance in the Township.

The teachers in most secondary schools are not adequate that will compromise the quality of education due to over enrolment of students with inadequate teacher student ratio and therefore the Teacher Service Commission and other employing agencies should carry out a base line survey and in future employ more teachers for quality delivery and enhancement of KCSE performance. The donors have supported the bright and needy students who perform well in examinations but the same assistance would have been extended to orphans and disable children who are vulnerable in the society.

Researchers should carry out comparative studies in other parts of Kenya to investigate the role of the private sector in financing of secondary education and further investigate the contribution of private sector to the financing of other levels of education.

Government policy to be favorable so as to enable more private sector participation for promotion of quality education and further improved of National Examination Performance (KCSE).
5.6. Suggestions for further Research.
This study should not be taken as being conclusive. There is need for researcher to investigate the contribution of the private sector participation on influencing national examination performance of other levels of education specially primary and tertiary institutions.
REFERENCES


Akpala. (1987). investigated causes of students’ poor performance in chemistry practical in former okehi LGA. Sixty six point eight percent (66.8%) .Osake publishers.


Heyneman P. Stephen (1989), International Education Policy, Peabody College, Vanderbilt University, Nashville, TN, 37138, USA.


APPENDICES

APPENDIX I: TRANSMITTAL LETTER

UNIVERSITY OF NAIROBI.
P.O.BOX 30197– 00100
NAIROBI - KENYA.
20th April, 2013

Dear Sir/Madam,

RE: INFLUENCE OF PRIVATE SECTOR PARTICIPATION ON KCSE PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN GARISSA TOWNSHIP, KENYA.

I would like to kindly request you to provide information on influence of private sector infrastructure, tuition facilities, and financing school development programs inputs on KCSE performance in your school for the year 2012. You will either be required to fill in a questionnaire or to respond to interview schedules to be administered by the researcher. I appreciate your assistance despite your busy schedule and kindly request you to cooperate and contribute positively. Any information given will be treated with confidentiality and used for the purpose of the research study only.

With kind regards

Yours Faithfully,

Mohamed Daud Abdi.
Reg No L50/79647/2012
Phone no: 0720617667
<table>
<thead>
<tr>
<th>Item no</th>
<th>Infrastructure</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>S D</th>
</tr>
</thead>
</table>

**APPENDIX 2: QUESTIONNAIRE FOR STUDENTS**

You are kindly requested to respond to the questions. Any information you will provide will be treated as strictly confidential. Respond as honestly and as truthfully as possible.

**Part A: GENERAL INFORMATION**

1. Indicate your gender by ticking in the box
   - Male  
   - Female  

2. Indicate your age bracket
   - 14-18 years  
   - 18-22 years  

3. What is the type of your school?
   - Boys Day  
   - Boys Boarding  
   - Girls Day  
   - Girls Boarding  
   - Mixed  

4. What was last year’s KCSE mean score of your school?

**Part B: Influence of Private Sectors Infrastructural Input on KCSE Performance of Learners**

5(a) Do you think private sector infrastructural input have an influence on KCSE performance in your school? Yes  or No  

5(b). Rate the following Private Sectors Infrastructural Input as an influence on KCSE Performance of Learners. Use the rating below:

- Strongly agree (SA)
- Agree (A),
- Neutral (N),
- Disagree (D),
- Strongly Disagree (SD)
<table>
<thead>
<tr>
<th></th>
<th>Tuition facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Construction of permanent buildings (eg. Laboratories, library, offices, dormitories, staff houses etc.)</td>
</tr>
<tr>
<td>b</td>
<td>Provision of electricity facilities</td>
</tr>
<tr>
<td>c</td>
<td>Provision of clean drinking water</td>
</tr>
<tr>
<td>d</td>
<td>Provision of telephone services</td>
</tr>
<tr>
<td>e</td>
<td>Construction of safe routes to school</td>
</tr>
<tr>
<td>f</td>
<td>Maintenance of security within and around the school</td>
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<tr>
<td>g</td>
<td>Provision of ICT facilities</td>
</tr>
<tr>
<td>h</td>
<td>Setting up of health facilities</td>
</tr>
<tr>
<td>i</td>
<td>Provision of sewage systems</td>
</tr>
</tbody>
</table>

**Part C: Influence of private sector provision of tuition facilities on KCSE performance.**

6(a). Do you think private sector provision of tuition facilities influences KCSE results in your school? Yes [ ] or No [ ]

6(b) Rate the following private sector provision of tuition facilities influence on KCSE performance of learners. Use the rating below.

- Strongly agree (SA)
- Agree (A)
- Neutral (N)
- Disagree (D)
- Strongly disagree (SD)

<table>
<thead>
<tr>
<th>Item no</th>
<th>Tuition facilities</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Provision of text book, Dictionaries,</td>
<td></td>
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</tbody>
</table>
revision book etc

B Provision of exercise books and stationeries

C Provision of Human resources e.g. Teachers

D Provision of e-learning programs

E Provision of Laboratory equipments

**Part D: Influence of private sectors financing school programmes inputs on KCSE performance.**

7(a) Does private sector financing school programme influence your schools’ KCSE results?

Yes ☐ No ☐

7(b) Rate the following Private Sectors financing school programmes inputs as an influence on KCSE Performance of Learners. Use the rating below:

Strongly agree (SA)
Agree (A)
Neutral (N)
Disagree (D)
Strongly Disagree (SD)

<table>
<thead>
<tr>
<th>Item no</th>
<th>Areas of financing</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>S</th>
<th>SD</th>
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<tbody>
<tr>
<td>A</td>
<td>Financing academic trips</td>
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<td>B</td>
<td>Financing resource speakers</td>
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<td>C</td>
<td>Financing motivation of teachers and students</td>
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<td>D</td>
<td>Financing school feeding programe</td>
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<tr>
<td>E</td>
<td>Financing bursary scheme for bright and needy students</td>
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</tbody>
</table>
APPENDIX 3: QUESTIONNAIRE FOR SENIOR TEACHERS
You are kindly requested to respond to the questions. Any information you will provide will be treated as strictly confidential. Respond as honestly and as truthfully as possible.

Part A: GENERAL INFORMATION

1. Indicate your gender by ticking in the box
   
   Male □
   
   Female □

2. Select your age bracket from the choices below
   
   □ Below 20 years
   □ 21-25 years
   □ 26-30 years
   □ 31-35 years
   □ Above 35 years

3. What is the type of your school?
   Boys Day  Boys Boarding  Girls Day  Girls Boarding  Mixed

4. What was the last years’ KCSE mean score of your school?
Part B: Influence of Private Sectors Infrastructural Input on KCSE Performance of Learners.

5(a). Do you think private sector infrastructural input influences KCSE results in your school?

Yes [ ] or No [ ]

5(b) Rate the following Private Sectors Infrastructural Input as an influence on KCSE Performance of Learners. Use the rating below:

Strongly agree (SA)
Agree (A)
Neutral (N)
Disagree (D)
Strongly disagree (SD)

<table>
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<tr>
<th>Item no</th>
<th>Infrastructure</th>
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<th>A</th>
<th>N</th>
<th>D</th>
<th>S D</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Construction of permanent buildings (e.g. Laboratories, library, offices, dormitories, staff houses etc.)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Provision of electricity facilities</td>
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<td>c.</td>
<td>Provision of clean drinking water</td>
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<td>d.</td>
<td>Provision of telephone services</td>
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<tr>
<td>e.</td>
<td>Construction of safe routes to school</td>
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<td>f.</td>
<td>Maintenance of security within and around the school</td>
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<td>g.</td>
<td>Provision of ICT facilities</td>
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<td>h.</td>
<td>Setting up of health facilities</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>i.</td>
<td>Provision of sewage systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part C: Influence of Private Sector Provision of Tuition Facilities on KCSE Performance.

6(a). Does private sector provision of tuition facilities influences KCSE results in your school?  
Yes □ or No □

6(b). Rate the following Private Sectors Provision of Tuition Facilities as an influence on KCSE Performance of Learners. Use the rating below:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>(SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>(A)</td>
</tr>
<tr>
<td>Neutral</td>
<td>(N)</td>
</tr>
<tr>
<td>Disagree</td>
<td>(D)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>(SD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item no</th>
<th>Tuition facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Provision of textbooks, dictionaries, revision books</td>
</tr>
<tr>
<td>b.</td>
<td>Provision of exercise books, stationeries</td>
</tr>
<tr>
<td>c.</td>
<td>Provision of computer programmes for learning</td>
</tr>
<tr>
<td>d.</td>
<td>Provision of Human resources(teachers and non-teaching staff)</td>
</tr>
<tr>
<td>e.</td>
<td>Provision of laboratory equipments</td>
</tr>
</tbody>
</table>
Part D: Influence of private sectors financing school programmes inputs on KCSE performance.

7(a) Is there an influence of private sector financing school programmes on KCSE performance of your school? Yes □ or No □

7(b). Rate the following Private Sectors financing school programmes inputs as an influence on KCSE Performance of Learners. Use the rating below:

<table>
<thead>
<tr>
<th>Strongly agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree (A)</td>
</tr>
<tr>
<td>Neutral (N)</td>
</tr>
<tr>
<td>Disagree (D)</td>
</tr>
<tr>
<td>Strongly Disagree (SD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item no</th>
<th>Areas of financing</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Financing academic trips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Financing resource speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Financing motivation of teachers and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Financing school feeding programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Paying teaching and non-teaching staff under BOG.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4: INTERVIEW SCHEDULE FOR PRINCIPALS

You are kindly requested to respond to the following interview. Any information given will be
treated with confidentiality.

1 (a) Is there private sector participation in school development projects in KCSE performance
improvement?
(b) If yes, how long have they been investing in the school?
(c) Was there improvement in last years’ KCSE means score

2 (a) Give your opinion on the nature of donor agencies’ support in the infrastructure
development in your school?
(b) Give the impact the support had on the school KCSE performance

3. Describe the sufficiency of learning facilities e.g. laboratory chemicals, books, computers etc
in your school

4. Apart from the government, is there any agency that supplements the provision of such
facilities to the School?

5. Do you think such tuition facilities made learning more conducive and ultimately enhanced
KCSE performance?

6. Who provides and supplies the foodstuffs to the school?

7. How does the feeding program contributed to students enrollment, retention and KCSE
performance in school?

8. (a) Is there a bursary scheme for bright and needy students in the school?
(b) If yes, who sponsors the students and how does the sponsorship influence students’
academics in school?

9. (a) In your view, has increased enrolment compromised providing quality education and
subsequently KCSE performance?
(b) If yes, how does it compromise?

10. In general, do you think the infrastructure development, provision of tuition facilities and financing other school programs has benefited your school academically?

11. Do the parents, communities and religious institutions contribute towards school projects? If yes, briefly explain the impact of their donations towards quality education and KCSE results.

12. What suggestions can you make towards donor funding at your school?

13. Which of the suggestions do you find MOST relevant?

Thank you for participating in the interview
APPENDIX 5: INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

You are kindly requested to respond to the following interview. Any information given will be treated with confidentiality.

1. (a) Is there private sector participation in school development projects in realization of quality education and in general improved KCSE results?
   (b) If yes, how long have they been investing in the school?
   (c) Was there positive deviation in last years’ KCSE mean score

2. (a) Give your opinion on the nature of donor agencies’ support in the infrastructure development in your school?
   (b) Give the impact the support had on the school KCSE performance

3. Describe the sufficiency of learning facilities e.g. laboratory chemicals, books, computers etc in your school

4. Apart from the government, is there any agency that supplements the provision of such facilities to the School?

5. Do you think such tuition facilities made learning more conducive and ultimately enhanced KCSE performance?

6. Who provides and supplies the foodstuffs to the school?

7. How does the feeding program contributed to students enrollment, retention and KCSE performance in school?

8. (a) Is there a bursary scheme for bright and needy students in the school?
   (b) If yes, who sponsors the students and how does the sponsorship influence students’ KCSE performance in school?

9. (a) In your view, has increased enrolment compromised providing quality education and KCSE performance?
   (b) If yes, how does it compromise?
10. In general, do you think the infrastructure development, provision of tuition facilities and financing other school programs has benefited your school academically?

11. Do the parents, communities and religious institutions contribute towards school projects?

If yes, briefly explain the impact of their donations towards quality education and KCSE results.

12. What suggestions can you make towards donor funding at your school?

13. Which of the suggestions do you find MOST relevant?

Thank you for participating in the interview
APPENDIX 6: INTERVIEW SCHEDULE FOR THE PRIVATE SECTOR OFFICERS.
You are requested to respond to the following interview, any information given will be treated
with confidentiality.

1. How do you manage department dealing with the private sector support programme for
public secondary schools?

2. (a) Do you select and consult with the CDE/DEO about the beneficiary institutions?
   (b) If yes, how do you select the beneficiary institutions?

3. How do you ensure the schools follow your guidelines in funds utilization?

4. How does your organization evaluate the estimated cost of expenditure and project input in
   secondary schools?

5. (a) How do you monitor the secondary schools infrastructure, tuition facility and financing
   program projects?

6. What necessary action have you taken on general dissatisfaction with the completed projects?

7. How do you intend to continue assisting secondary schools to achieve infrastructure
   development to realize vision 2030?

   8. What are your suggestions to improve infrastructure development?

Thank you for participating in the interview
**APPENDIX 7: TIME FRAME**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem identification</td>
<td>2/11/2012 – 31/11/2012</td>
</tr>
<tr>
<td>Consultation with sources</td>
<td>1/12/2012 – 28/12/2012</td>
</tr>
<tr>
<td>Proposal writing</td>
<td>1/1/2013 – 30/3/2013</td>
</tr>
<tr>
<td>Collecting data</td>
<td>1/5/2013 – 19/5/2013</td>
</tr>
<tr>
<td>Submission of the report</td>
<td>8/7/2013</td>
</tr>
</tbody>
</table>
APPENDIX 8: BUDGET ESTIMATE
The researcher spent his own money to meet the expenditure required during the research. He raised money from friends and well-wishers.

<table>
<thead>
<tr>
<th>Item</th>
<th>Costs (KShs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reams of papers</td>
<td>5,000/=</td>
</tr>
<tr>
<td>Printing proposal and report</td>
<td>10,000/=</td>
</tr>
<tr>
<td>Transport to the field</td>
<td>40,000/=</td>
</tr>
<tr>
<td>Typesetting the work</td>
<td>5,000/=</td>
</tr>
<tr>
<td>Accommodation</td>
<td>35,000/=</td>
</tr>
<tr>
<td>Airtime</td>
<td>10,000/=</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105,000/=</strong></td>
</tr>
</tbody>
</table>
APPENDIX 9: MAP OF KENYA