

**A COMPARATIVE STUDY ON FACTORS INFLUENCING KENYA CERTIFICATE
OF PRIMARY EDUCATION PERFORMANCE IN PUBLIC AND PRIVATE
SCHOOLS IN KAPTAGAT WARD, UASIN GISHU COUNTY**

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Master of Education in Curriculum and Instruction of
Egerton University**

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DECLARATION AND APPROVAL

DECLARATION

This thesis is my original work and has not been submitted for the award of a degree in Egerton or any other university.

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ABSTRACT

The United Nation Declaration on human rights article 26(1984) and Sustainable Development Goals state that every child is entitled to quality free and compulsory primary education. Private primary schools in Kenya have continued to post exceedingly excellent performance in KCPE examination compared to public schools. Private schools in Kaptagat Ward of Eldoret East sub-county have also over the years registered excellent performance in KCPE examinations when compared with public schools. The purpose of this study was to establish influence the influence of supervisory techniques on KCPE performance in public and private primary schools in Kaptagat Ward. The objectives of the study were to; determine how supervisory technique, teaching and learning resources, instructional practices and teacher's characteristics influence KCPE performance in private and public schools in Kaptagat Ward. It was assumed that respondents voluntarily gave accurate information. The study was carried out in Kaptagat Ward of Eldoret east sub county, Uasin Gishu County. Open Systems theory guided the study. This study adopted a descriptive survey research design. The instruments used in the study were questionnaires, and interviews schedules. The questionnaires were administered to 160 teachers (31 private and 129 public). Interview schedules were used to collect information from 17 head teachers (4 private and 13 public). Simple random sampling and purposive sampling were used to select the sample. The data collected was analyzed using descriptive and inferential statistical techniques. Descriptive statistics including frequencies and percentages were used. Inferential statistics used was t-test. The private school performance scores vary much more than public school scores. There was a significant difference between public and private schools performance for the years 2009-2013. Results showed that school status variation really does have an effect on the KCPE performance. There was significant influence in supervisory techniques, teaching and learning resources instruction practices and teacher characteristics on KCPE performance private school and public school. The head teachers should consult stakeholders before making certain decisions in order to improve instructional supervision. The head teachers should do random inspection by asking pupils how they are being taught and use exam results to measure teacher's performance. There was no electricity in public schools compared to private schools. Thus the government should connect electricity to every school to provide opportunity for remedial studies in the evenings and weekends. In public schools there were no meals for pupils and teachers as compared to private schools. The MOEST should ensure that the school feeding programme is enhanced and sustained to reduce the time wastage during lunch break.

DEDICATION

This work is dedicated to my beloved wife Rose Kandie, my children Bethwel, Beryl and Boaz for their support and encouragement during my study. A special tribute also goes to my colleagues in the teaching fraternity at primary level for their unwavering support. To all, God bless you.

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ACRONYMS AND ABBREVIATIONS

AEO – Assistant Education Officer

EFA – Education for All

FPE – Free Primary Education

KANU – Kenya African National Union

KCPE – Kenya Certificate of Primary Education

KCSE-Kenya Certificate of Secondary Education

KESSP – Kenya Education Sector Support Programme

KIE – Kenya Institute of Education

KNEC- Kenya National Examination Council

KNUT - Kenya National Union of Teachers

MDG – Millennium Development Goals

MOE- Ministry of Education

MOEST – Ministry of Education Science and Technology

MS - Mean Score

NGO- Non Governmental Organization

QASO- Quality Assurance and Standards Officer

TAC-Teacher Advisory Centre

TSC-Teachers Service Commission

UNCRC- United Nations Conventions on Rights of the Child

UNESCO – United Nation Education Sciences and Cultural Organization

UPE- Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The United Nation Convention on rights of the child (UNCRC) Article 26(1984) and millennium Development Goals no. 2, states that every child is entitled to quality, free and compulsory Primary Education (UNESCO, 2007). In United States, basic education is free and compulsory. Most African countries, including, Ethiopia, Tanzania and Malawi have also introduced free and compulsory primary education for all (Achieng, Akech and Simatwa, 2010). In Uganda free primary education was introduced by president Museveni in 1996 as a pledge to his presidential campaign promise (Bagunywa, 2006). The children Act (2001) number 8 creates a Kenyan law that provides similar provision as the United Nations and state that every child has a right to free and compulsory basic education. It is with these reasons, that the Kenyan government introduced free and compulsory Primary education in 2003 for all children of school going age. The Sessional paper No. 14 of 2012 on teaching, also asserts that every child aged between 4 and 17 years should not only attend school, but also receive quality education (Sessional paper 2012).

Much effort has been put in place by United States, Australia and most African countries to provide free and compulsory basic education. However, the academic performance in public or state schools has been poor compared to privately owned schools. According to study by Murname (2011), there is an indication that catholic and non-catholic private schools were more effective than public schools in academic performance in United States. The difference in academic performance between state and private schools in United States is attributed to socio-Economic status which is also linked to family structure. Considine and Zappala (2002) argue that students from independent private schools in Australia are more likely to achieve higher end of school scores and thus private schools are more likely to have a greater number of students from higher socio- economic status because they have greater financial resources.

According to Okyerefo (2011), there is an ever increasing poor performance in most public schools in Ghana. The study revealed that private schools performance was better due to more effective supervision of work. The same scenario was witnessed in other African countries,

especially in Uganda after the introduction of Universal Primary Education (UPE) (Bagunywa, 2006).

According to Gitogo (2006), the government of Kenya since independence has not been in a position to offer educational opportunities to all deserving Kenyans. Bongonko (1994) argues that, the Fraser report of 1909, proposed separate education system for African children (category A), Asian children (category B), European children (category C). The report was adopted and the three categories of schools were inherited from the colonial government at independence. Category C Schools were patronized by children from upper and middle class Kenyans. These schools had the best learning facilities, small class sizes and most qualified teachers. These made them perform well in National Examinations and as a result were popular with those who could afford their high fee. The number of middle class Kenyans and upper class increased and the demand for such quality schools outstripped their availability (Bongonko, 1994).

According to Machio (2013), academic performance in private schools, especially in Kenya certificate of Primary Education has been on the upward trend since 2003, while academic performance in public schools has been either stagnating below average or deteriorating with time. Research has shown that better Physical facilities and provision of adequate learning materials like textbooks is Key to improving academic performance. There has been an increase in the number of private schools in Eldoret East Sub County since 2003. For instance only 3 private primary school registered candidates for KCPE examination in 2008, which rose to 11 in 2013 (an increase of 266 percent). These private schools have since outperformed public schools in academic performance as reflected in the subsequent Tables.

For this reason one logically may argue that there are aspects about private and public schools that cause the former to perform compared to the latter. Table 1 shows the ranking of top ten best performing schools in KCPE nationally from 2011 to 2013. This showed that all the school ranked top ten in the three years were only private schools. This indicates that performance of private schools is higher compared to public schools.

Table 1**National top ten schools KCPE results for 2011-2013 in Kenya**

	2011		2012		2013	
	M.S	School category	M.S	School Category	M.S	School category
1	411.78	Private	413.05	Private	425.04	Private
2	410.45	Private	409.34	Private	422.22	Private
3	408.15	Private	405.57	Private	420.16	Private
4	407.70	Private	399.04	Private	417.20	Private
5	406.97	Private	396.33	Private	413.19	Private
6	406.56	Private	393.33	Private	412.26	Private
7	405.58	Private	390.01	Private	411.18	Private
8	405.31	Private	389.04	Private	410.24	Private
9	403.48	Private	388.18	Private	404.08	Private
10	400.78	Private	386.19	Private	402.34	Private

Source: Education Watch (2011-2014)

Table 2 shows the ranking of top ten best performing schools in KCPE in Eldoret East Sub County. In 2010, (7) private schools were ranked among the top ten, while only 3 public schools appeared among the top ten. In 2010, the schools ranked top ten were all private schools and in 2011, (8) private schools and (2) public schools were ranked top ten. Similarly, in 2012 and 2013, (9) private schools were ranked among the top ten while only 1 public school appeared in the top ten.

Table 2**Eldoret East Sub County top ten schools KCPE results for 2010-2013**

	2010		2011		2012		2013	
	M.S	School Category	M.S	School category	M.S	School category	M.S	School category
1	347.00	Private	362.56	Private	345.60	Private	385.50	Private
2	341.34	Private	340.83	Private	341.04	Private	384.12	Private
3	336.37	Private	338.50	Private	340.95	Private	374.44	Private
4	330.03	Private	335.06	Private	337.33	Public	366.08	Private
5	329.74	Private	331.75	Private	336.33	Private	353.34	Private
6	328.67	Private	329.86	Private	331.67	Private	352.22	Private
7	324.75	Private	322.94	Private	331.01	Private	345.26	Private
8	324.54	Private	320.93	Public	330.50	Private	340.26	Private
9	324.20	Private	319.35	Private	329.28	Private	337.36	Private
10	311.00	Private	316.55	Public	324.22	Private	327.28	Public

Source: Education Office Eldoret East Sub-County (2014)

In Table 3 the number of registered private schools in Kaptagat Ward for KCPE examination in 2010 and 2011 were 4 and 6 respectively. They all appeared among the top ten schools. In the year 2012, (8) out of 11 registered private schools were also ranked in the top ten as compared to only 2 public schools ranked in the top ten out of 28 registered public schools. In the year 2013, (8) out of 14 registered private schools were also ranked in the top ten as compared to only 2 public schools ranked in the top ten out of 28 registered public schools.

Table 3**Kaptagat Ward KCPE Analysis for the Year 2010-2013**

2010		2011		2012		2013	
M. S	School Category	M. S	School Category	M. S	School Category	M. S	School Category
324.54	Private	338.50	Private	341.04	Private	385.50	Private
317.50	Private	334.88	Private	340.95	Private	348.00	Private
312.77	Public	321.18	Public	337.33	Public	345.01	Private
293.24	Private	306.08	Private	331.67	Private	340.71	Private
293.04	Public	305.82	Private	331.01	Private	337.36	Private
284.52	Public	301.01	Private	330.50	Private	322.67	Public
277.56	Public	298.95	Public	316.56	Private	309.25	Public
273.21	Private	293.99	Private	303.53	Public	305.36	Private
273.05	Public	291.60	Public	299.39	Private	303.68	Private
270.18	Public	289.19	Public	289.39	Private	284.82	Private
4 Private		6 Private		11 Private		14 private	
28 public		28 Public		28 Public		28 public	

Source: Education Office Kaptagat Ward (2011)

1.2 Statement of the Problem

KCPE analysis done by Education Watch between the years 2007-2012 indicated that the top 1000 schools nationally is heavily dominated by private schools. The impressive performance in

private schools is replicated in all the counties in the country. In addition, private primary schools in Eldoret East Sub-county of Uasin Gishu County have also been performing exceedingly well in KCPE examinations. The same scenario is experienced in Kaptagat Ward of Eldoret East sub-county. The public primary schools have continued to perform poorly in KCPE examinations despite intervention by the government to invest heavily in them to improve KCPE performance. The difference in KCPE performance between private and public schools is alarming and has raised a lot of concern to the educationist and other stakeholders. Head teachers supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics were perceived to contribute to the existing gap in KCPE performance between public and private schools. However little research has been done on factors influencing KCPE performance in public and private schools in Kenya and no study has been conducted in Kaptagat Ward. It is against this background that this study sought to determine the factors that influence KCPE performance in public and private schools in Kaptagat Ward of Eldoret East Sub County, Uasin Gishu County.

1.3 Purpose of the Study

This study sought to determine the influence of supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics on KCPE performance in public and private primary schools in Kaptagat Ward of Eldoret East Sub County, Uasin Gishu County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the influence of supervisory techniques on KCPE performance in private and public schools in Kaptagat Ward.
- ii. To determine the influence of teaching and learning resources on KCPE performance in private and public primary schools in Kaptagat Ward.
- iii. To determine the influence instructional practices on KCPE performance in private and public primary schools in Kaptagat Ward.
- iv. To establish the influence of teacher characteristics on KCPE performance in private and public schools in Kaptagat Ward.

1.5 Research Questions

The study was guided by the following research questions:-

- i. What is the influence of supervisory techniques on KCPE performance in private and public primary schools in Kaptagat Ward?
- ii. How does teaching and learning resources influence KCPE performance in private and public primary schools in Kaptagat Ward?
- iii. What is the influence of instructional practices on KCPE performance in private and public primary schools in Kaptagat Ward?
- iv. How do teacher characteristics affect KCPE performance in private and public primary schools in Kaptagat Ward?

1.6 Assumptions of the Study

The following assumptions were taken into account during the study:

- i. The respondents were aware of the factors influencing KCPE performance public and private primary school.
- ii. The information given by the respondents was assumed to be true.
- iii. That the selected factors influence KCPE performance to some degree in both private and public primary schools.

1.7 Significance of the Study

The findings of the study may go a long way in helping the Ministry of Education (MOE) and other concerned stake holders come up with policies that level the playing field between private and public schools and also ensure that the disparity between the two categories of schools is brought to minimal. The study is expected to shed light into certain aspects of private schools which can be emulated by public schools to improve performance in National examinations.

The findings of this study is expected to establish how the selected factors influence KCPE performance and therefore provide a source of knowledge to the curriculum developers and implementers on factors influencing performance in KCPE. The curriculum designers and implementers may utilize the findings to formulate new strategies to enhance better performance in KCPE especially in public primary schools which at the time of this study had low performance academically.

1.8 Scope of the Study

The study was carried out in Kaptagat Ward of Eldoret east sub county, Uasin Gishu County. The study focused on the availability of teaching and learning facilities and resources in both private and public schools, the supervisory techniques employed in private and public primary schools, instructional practices carried out in both categories of schools and teacher characteristics with respect to KCPE performance.

1.9 Limitations of the Study

Some of the limitations that were encountered during the study and included:-

- i. The study relied on the perception of the respondents using the questionnaires and interview schedule. Their views may not be generalized to the entire Uasin Gishu County in terms of factors influencing the KCPE performance, since the study was carried out in Kaptagat Ward only.
- ii. Head teachers and teachers were reluctant in responding to some items in the questionnaire because of fear that their weaknesses have been exposed. However, the researcher assured respondents that confidentiality would be ensured.

1.10 Operational Definitions of Terms

Disparity: A word meaning completely different or unequal, the gap between two items of interest (Longman Dictionary 1992). In this study disparity shall refer to the difference in KCPE performance between public and private primary schools.

Instructional practice: the act of teaching and learning (Ruth *et al.*, 2011). In this study it refers to all the teaching and learning activities carried out in school.

Influence: A word meaning to have an effect on something (Longman dictionary, 1992). In this study it means to cause difference in KCPE performance between public and private schools.

Performance: It means the manner of carrying out an activity (Longman Dictionary 1992). In this study it refers to the achievement in KCPE examination by public and private schools. For instance a school mean score of 350 and over- very good, 300-349- good, 270-300-moderate, 250-269- average, 249 and below- below average.

Teacher characteristics: These are factors within the teacher that could hinder or promote academic performance (Reche *et al.*, 2012). In this study teacher characteristics refer to professional qualification of the teachers, teaching experience, commitment to work and how well they are remunerated.

Teaching/learning resources: These are things or materials utilized by an organization to achieve the set goals (KESI 2011). In this study this term refers to the classrooms, desks, textbooks, playgrounds and other facilities used in the school to aid instruction.

Supervisory techniques: It refers to administrative activities whose strategy is to stimulate teachers and pupils to greater pedagogic effectiveness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews past researches on the topic of the study. It gives an overview of the four basic factors identified as important in an effective school. These are supervision, teaching and learning resources, instructional practices and teacher characteristics.

2.2 Pupil's Performance in Primary Schools

Primary Education is a major foundation for social-economic and political development of a nation (UNESCO, 2005). Therefore, if the quality of education is undermined, the schools may not give adequate knowledge, skills, and attitudes to pupils that a country needs in its citizens in order to guarantee the role of education in development (World Bank 2002). The development of the skills and knowledge of the people of a nation through the education process constitutes one of the prerequisites of national development. UNESCO (2005) states that most of the pupils going through primary education in developing countries fail to master the basic cognitive skills as shown by the poor performance in primary school examination. The results are unsatisfactory levels of socio-economic development due to inadequate and inappropriate human capital resource. This situation is worse in countries that give and use public examination as the basis of important decision making about the educational and vocational future of pupils.

The main feature of an education system is academic performance. Kellaghan and Greaney (1995) assert that KCPE performance not only determines access to secondary and subsequently higher education but also affects the way individuals view themselves and are viewed by the society. The World Bank (2006) observes that public examinations in Kenya serve the following purposes: selection of candidates for educational opportunities and employment, certificate of achievement of candidates, control of curriculum and its delivery in school, motivation of school teachers and pupils, and monitoring education standards and reporting on school effectiveness including instructional resources among others.

Duignan (1986) observes that there are many factors which affect pupils' achievement directly or indirectly. Some of these factors are part of the intricate web of affect that operates within the school itself. These affecting factors are: Leadership and decision making, school culture and climate, teacher behavior, pupil behavior, parental support and involvement, socio-economic background of the pupils and poor management of finances and school facilities. Lezotte (2001) in his studies came

up with seven correlates of effective schools-strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of pupils progress, positive home-school relations and opportunity to learn time on tasks. Academic achievement is simply a matter of what happens in schools. Although schools do make a significant difference, he also identified numerous factors which affect pupils' success. These include the school, the family and the individual, social incentives and socioeconomic conditions. In his research he identified those youngsters from lower socioeconomic strata as less likely to succeed in school. This does not mean that poor or disadvantaged children cannot learn. However, social class and economic conditions are important factors related to success and cannot be ignored (UNESCO, 2004).

According to Western Australian Child Health Survey (2006) an estimated fifty eight percent of aboriginal pupils aged 4 to 16 years were rated by their teachers as having poor academic performance. This compares with nineteen percent of non- Aboriginal pupils who had poor academic performance. The poor academic performance registered by the Aboriginal pupils is attributed to socio-cultural factors such as poor home background, lack of interest in education by both parents and pupils and lack of materials for learning among others. The disparity in academic performance between Aboriginal and non- Aboriginal pupils is evident from year one onwards and is maintained through until the mid-high school years. Studies have shown that unless pre-school learning and early primary school assistance are provided, underperforming pupils are rarely able to catch up. The rise in performance in years 11 and 12 years merely reflects the fact that many of poor performing pupils have by then left schools.

In United States of America (USA), over the first decade of the twenty first century, concerns about bullying and its role in school violence, depression, health concerns and poor academic performance have grown in the elementary schools. Twenty two percent of the children surveyed were involved in bullying either as a victim, bully or both. Victims and bully victims were more likely to have poor achievement than bystanders (Johnson, 2000). With this kind of situation prevailing in schools, poor academic achievement is the expected learning outcome. In Wales (Great Britain), poor academic achievement is attributed to where one is born in, poverty, family type and friends one associates with and the community one lives in. All these have a profound effect on academic performance. Taking the importance of good academic performance of national examinations globally, many governments in developing countries have been allocating much of their resources to education since independence (UNESCO, 2005). This has resulted to a considerable growth of educational activities world over that has led education sector to be one of the largest in most countries (UNESCO, 2005).

Developing countries have been quite successful at expanding enrollments in education, especially at the primary school level. But, for schools to produce all round students, increased enrollments require increased resources. If these resources are not forthcoming, the increase in educational quantity may come at the expense of quality. Uganda established the free primary education in 1997, they increased training and recruitment of teachers (Vreede, 2003).

Kenya has not been left behind in this trend of increasing allocation of resources towards education. For instance, since 2002, heavy investments by the government and other stakeholders have been made in education sector. Research by Kathuri (1984) on factors that affecting performance in KCPE found out that the quality of teachers, efficient use of teaching methods, a good administrative set up and pupil's previous background or abilities were the major factors contributing to KCPE performance. In addition the commission of enquiry chaired by Koech, (1994) found that poor performance at examinations was blamed on poor teaching, absenteeism among teachers and pupils, irrelevance of curriculum and inadequacy of examination system. This study therefore sought to investigate factors affecting pupils' academic performance in Kenya Certificate of Primary Education in Kaptagat ward in Uasin Gishu County.

Kenya has made significant gains in both primary and secondary schools' enrollment in recent years and literacy levels have increased considerably from 10 percent in 1960 to 60 percent in 1998 for women and from 30 percent to 82 percent for men. Demand for private provision of education has also increased at all levels. At the primary level, this can be attributed to population growth, the fiscal constraints faced by the public sector and the high individual test scores on school examinations. The choice between a private and a public school is one of the main decisions that families and individuals have to make in Kenya today. Parents and students consider many factors in making these choices such as tuition cost, discipline, racial mix and the religious and moral values of the school. However, the first concern is the effectiveness of the school in producing academic achievements (Sifuna, 2003).

According to Boy (2006) over enrolment has caused poor performance in public primary schools in Kenya. This is evident from the comparison by the Kenya national examinations results for 2006 and 2007 as presented below. The reality of teachers trying to teach over 100 pupils has become too common in public schools and has raised concern about academic standards and therefore questions the effectiveness of public schools. Teachers have complained of increased pupil teacher ratio. Many primary schools are understaffed as a result of the free primary education program. This therefore affects their performance (Too, 2005).

The problem of high student teacher ratio is not unique to Kenya. Enrollment in public primary schools have increased from 5.8 million in 2002 to about 7.2 million in 2003 following the introduction of free primary education and by 2004 it stood at 7.5 million. The number of teachers remained unchanged in these schools at about 180,000 and could even be less because of natural attrition (MOEST 2005). A survey by UNESCO (Daily Nation, 2005 p19) shows the average ratio in 162 schools sampled is 58:1, against the required 40:1. Such class sizes in public schools make it difficult for the teachers to teach lessons effectively as compared to their counterparts in private schools who handle a smaller number of pupils.

The quality of education offered in a school is determined by the level of material inputs allocated to the school and the efficiency with which these materials are organized and managed to raise student achievement. Private schools provide good facilities to their students and teachers for instance; libraries and computer facilities. On the other hand in public primary schools teacher ratios did not keep pace with the rapid increase in pupils. Sifuna (2003) noted that free primary education in public schools has stretched teaching and learning facilities as a result of high number of influx of new pupils. In Tanzania the experience is quite instructive because the government had to construct additional 14,000 new classrooms countrywide so as to cater for the new enrollments.

Lack of physical facilities in public schools remains the major impeding factor to the achievement of overall effectiveness in public schools. Private schools continue to administer periodic continuous assessment tests and regular examinations to achieve good academic results. Since the introduction of free primary education in public schools student assessment especially in continuous assessment tests have stopped. This can clearly explain why these schools continue to perform poorly.

In other schools the teachers cannot master all their faces due to their great numbers. Maybe the situation will come to improve when the government expands the facilities and employs more teachers, though as to when is highly debatable (Aduda, 2005). It is evident that privately managed schools achieve greater performance or academic value added than publicly managed schools. The reason behind this argument is that decision making in privately managed schools is less bureaucratic, more localized, and closer to the locus of information about school processes. Teachers working morale has remained low in public schools in Kenya due to low compensation. After realizing that the quality offered in the public schools was low, some parents transferred

their children to private schools. As of now these private schools have more children than they did before the free education. This is where people can find uncompromised quality education for their children. In the public schools, pupils in some schools still sit on the floor or learn under trees. Based on this the study sought to determine the factors influence KCPE performance in public and private schools in Kaptagat Ward of Eldoret East Sub County, Uasin Gishu County.

2.3 Supervisory Techniques and Academic Performance

Taking the primary schools as the point of references, supervision can be regarded as a service to teachers and pupils both as individuals and in groups as a means of offering specialized help in improving instruction. Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved (Okendu, 2012). Supervision is an administrative activity whose strategy is to stimulate teachers to greater pedagogic effectiveness and productivity. It is a means to an end but not an end in itself. Supervision must not be confused with “inspection” which have autocratic connotation for compliance. Newer and better supervisory techniques must be developed through research efforts and applied in order to release the maximum potential of the teachers (Okumbe, 1998).

In most countries, supervision services have a long history. Many European countries set up their supervision system generally known as the inspectorate. In England, Her Majesty’s Inspectorate (HMI) was founded in 1834 and became a model for quite a number of developing countries. Similarly, the inspection system of France whose origin goes back even further, to napoleonic era was copied by several of its former colonies (UNESCO, 2007). In America, a statute was adapted in 1654 that empowered selection of towns to be responsible for appointing teachers of sound faith and morals. The appointed teachers would only stay in office as long as they possess these stipulated qualities.

During this period of “administrative inspections” (1642-1875) supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizens’ committees. Supervision concentrated on such matters as appraising the general achievements of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils and ascertaining whether money spent on education was wisely spend. These early supervisory concepts were characterized by inspection. The functions of the

inspector were more judicial than executive in nature. The supervisor or inspector made judgment about the teacher rather than the teaching or the pupils learning in the classroom. The supervision during this period was mainly concerned with management of schools and fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning (Okumbe, 2007).

According to Okumbe (2007), the period that followed, “efficiency orientation”, (1876-1936) attention was now being placed on assisting the teachers to improve their teaching effectiveness. During this period, professionals replaced the lay people in supervisory activities. The supervisor started providing a friendly atmosphere and a warm interpersonal relationship for the supervised teachers. The autocratic relationship between the supervisors and the teachers began to wane during the succeeding period. This gave rise to the period of “cooperative group effort” (1937-1959). The foregoing period was followed by the current period of research orientation (1960 to present). The school administration and supervision are being studied with increasingly improved research procedures and professionally inspired vigour. This study will find out if the head teachers’ relationship with teachers influences academic performance in both categories of schools.

Nevertheless, since the beginning of the 1990s, there has been renewed worldwide interest in issues of monitoring and supervision (UNESCO, 2007). Some countries that had dismantled their supervision services earlier re-established them for example the Philippines, China and Sweden did not have it in the past, and thus have created them. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year (UNESCO, 2007). The management of public primary schools is the responsibility of the head teachers who ensures instructional supervision and school management in general. The government of Kenya and other stakeholders look upon the head teacher at this level upon which his/her supervising activities among others include; planning, organizing, coordinating, influencing and communication as well as evaluating (where the head teacher acts as an education auditor, (Okumbe, 2007).

For effective supervisory leadership, Okumbe (2007) explains that, the supervisor, who in this case is the head teacher, must acquire basic skills of supervision which may include; conceptual skills which entails the ability to acquire, analyze and interpret information in a logical manner. Another skill is human relation, which refers to the ability of the head teacher to

understand and to interact effectively with others. He continues to say that head teachers should be able to act professionally and humanely and at the very least possess some technical skills to enable him /her to perform effectively some of the specific processes, practices and techniques required of specific jobs within the school organization.

Supervision is one of the critical factors that influence academic performance. A study done in Ghana by Okyerefo, Daniel and Steffi (2011) revealed that academic performance is better in private schools due to effective supervision. Thus, effective supervision improves the quality of teaching and learning in the classroom. However, the scenario is different in public schools. The study showed that, some teachers in public schools leave the classroom at will without attending to their duties because there was insufficient supervision by circuit supervisors. This lack of supervision gave the teachers ample room to do as they please (Okyerefo, *et al.*, 2011). This observation is relevant to the current study because it compared supervisory techniques in private and public primary schools in Kaptagat Ward.

The process of instructional supervision in schools is conducted by administrators and generally involves face-to-face visits to the teacher's classroom in an observation and evaluation model (Glickman *et al.*, 2001). Certain criteria are observed and recorded and a report is generated as a part of the supervision process in a physical school environment. The primary objective of the supervision process in public schools is to offer teachers direct assistance to improve their performance toward the goal of increasing student learning (Glickman *et al.*, 2001). Olembo (1977) expressed team teaching as an effort to improve instruction by recognizing the personnel in teaching. To him the heart of teaching lies not in details of structure and organization but more in the essential spirit of cooperative learning, close unit unstained communication and sincere sharing.

Silsil (2008) recognizes the head teacher as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the directions and guidance of the head teacher. The significance of instructional supervision in lesson planning, preparation of lesson notes, inspection of records of work covered, schemes of work, students progress reports, lesson attendance, utility of the lesson prescribed times, giving class assignments and corrections and giving reports at the end of every week as teacher on duty, have all been argued to contribute to better performance of students in examinations.

Head teachers should monitor lesson plan preparation frequently; otherwise it may lead to poor performance by in national examinations (Reche, Bundi, Riungu & Mbugua, 2012). According to

Waititu and Orado (2009) lesson notes helps the teachers to be successful in lesson presentation since they stimulate the introduction, which helps the learns to focus on the content of the lesson, the students are also exposed to a lot of activities which help in developing the processing skills in the learners and encourages their active participation in the main teaching steps.

Homework has positive influence not only on students' academic achievement but also on their general faculty. Homework can help make students independent learners possessing better study skills, more positive academic attitudes, and stronger responsibility toward learning (Cooper & Valentine, 2001). Barry Zimmerman and Anastasia Kitsantas (2005) have found that homework affected students' self-efficacy beliefs and their perception of responsibility, and these characteristics in turn have an impact on their achievement. Patall *et al.*, (2010) indicate that the research suggests that extending school time can be a particularly effective means to support student learning for students who are most at risk of school failure.

Because poor and minority students are less likely than their more affluent peers to have educational resources outside of school, they may benefit more from increased school time (Silva, 2007). Most educators, persuaded by the way that English would be the language of instruction in higher classes and of examinations, decided to instruct in English instead of the first language, in the mixed up conviction that the prior it is presented as the language of instruction, the quicker students are prone to accomplish competency in it (Muthwii 2002; Bunyi 2005).

Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. The focal point between Shahida's observations and the current study is in the variable of supervisory technique and the role it plays in enhancing KCPE performance. The current study looks at the influence of supervisory techniques on KCPE performance in public and private primary schools in Kaptagat Ward. Experience has shown that when pupils in public schools do not do well, it is the head teacher who is blamed and has to suffer the consequences. Little is known whether better performance in private schools is attributed to the head teacher's supervisory techniques or other factors within the school. The present study compared supervisory techniques in both public and private schools.

2.4 Teaching and Learning Resources and Academic Performance

Gitogo (2006) states that research findings indicates school buildings, classrooms that can comfortably accommodate reasonable class size, enough desks to seat all children, clean running water and toilets are important determinants of the quality of schooling. Improving these facilities therefore, has been found to result into significant benefit in students learning. In his study that investigated effects of physical facilities in Indian schools, Gitogo found that the cognitive acquisition of students benefited systematically and strongly from schools improved physical and teaching facilities. UNSECO (2005) in the assessments of quality in the implementation of education for all observed that in low income countries, increased spending to provide more textbooks, smaller class size and improved school facilities had a positive impact on learners cognitive achievement.

Mbiti (2007) states that when school equipment's and facilities are inadequate or supplies delayed for example, teachers cannot be expected to do their work properly. Any trace of inadequacy leads directly to frustration and the motivating factor in terms of comfort of work diminishes. Unequal supply and provision of these facilities will negate or affect negatively the academic performance of learners. According to a report by KNUT (2006), many schools observed did not have adequate physical facilities for learning. The areas that were frequently observed and reported as lacking in terms of physical facilities included classroom, playground, furniture, workshop and other equipment's.

In some schools, there is large number of learners per class. These makes teaching in effective and learning inadequate since the teacher cannot attend to the needs of individual learners. In most cases the equipment's are not adequate to cater for educational needs (GoK 1999). In a study done by Reche, Bundi, Riungu and Mbugua (2012), they found out that the adequacy and use of teaching and learning materials affects the effectiveness of a teacher's lesson. They argued that teaching and learning resources enhances understanding of abstract ideas and improves performance. Text books enable the pupils to follow the teacher's sequence of presentation and aid in understanding of lessons.

Mushtag (2008) says that, a free primary policy introduced in 1973 in Kenya was soon reversed after teachers and the infrastructure could not cope with the one million new admissions that

arrived in the first two months. He also said that, the introduction of free primary education in 2003 has seen highest rate of enrolment especially in schools at the slums and the marginalized regions like the North Eastern Province, yet they were precisely the places where the infrastructure was already poor. Consequently, the crowding of primary schools is the flourishing business of private schools.

Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important.

According to Owoeye and Yala (2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities. According to Odulaja and Ogunwemimo (1989), lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to Owoeye and Yala (2010), the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school.

However, many studies have established that physical and material resources in secondary schools are inadequate in the world all over. For example World Bank (2008) in a study on textbooks and school library provision in secondary education in Sub-Sahara Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study. Similarly Asiabaka (2008) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. This is because while some

have well equipped laboratories, libraries and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped.

On the same vein Olaniyan and Ojo (2008) also noted that lack of textbooks and training manuals was one of the challenges facing successful implementation of introductory technology in Nigerian secondary schools. This is supported by Chiriswa (2002) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

Further according to Adeoye and Papoola (2011), for learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources to ensure some level of performance. This is supported by Mutai ((2006) who asserted that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Further he asserted that academic achievement illustrates per excellence the correct use of these materials.

Olagunju and Abiola (2008) states that utilization of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them. Further, Denyer (1998) in his study on science game in National curriculum in the United Kingdom reported that games when used as a resource enable less able children to stay on task and remain motivated for longer period. Goal attainment in any school depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within a conducive environment. A study done by Mzungu and Nazango (2008) found out that in Kenya the head teachers instructional role includes checking lessons books schemes of work, records or work and clock in clock out books. Waweru (2003) noted that the role played by head teachers included supervision of curriculum.

Gitogo (2006) attributes the improved national performance index in KCPE examination to the government initiative in the provision of infrastructural materials to schools after the introduction of FPE. However, the improved national performance may have been as result of performance of pupils in private schools. This is because Kenyan Public primary schools have continued to suffer from inadequate physical facilities such as desks and school buildings to a point where some pupils learn under trees (Gitogo, 2006). According to Luchali (2007), lack of critical resources like books and adequate classes can affect implementation of learning leading to poor

results. He observed that in schools that have inadequate books and classes, achievement of learners is bound to be poor. Learners in such schools cannot compete with other learners who have higher learner/book ratio. His observations are relevant to the current study which seeks to compare the influence of learning resources on KCPE performance in public and private schools in Kaptagat Ward.

2.5 School Instructional Practices and Academic Performance

Sadker and Sadker (2000) observe that in the current era of knowledge explosion, there is need for the schools to emphasize thinking skills, which are necessary in today's new information society. These critical thinking skills, they argue include; comparing, interpreting, observing, summarizing, clarifying, decision-making, creating and criticizing. These skills can only be learnt if appropriate teaching methods are used. However, UNESCO (2005) asserts that many commonly used teaching styles are too rigid and place emphasis on rote learning which place students in a passive role, and thus do not serve them well.

Studies conducted in Togo showed that students were forced to memorize lessons in science without being shown how what they learn relate to the natural phenomena around them (Gitogo, 2006). This was because teachers attributed greater significance in classroom teaching to abstract text book-based information than the immediate surrounding and life experience of the pupils. In a paper that discussed problems that impact negatively on teaching of science subjects in Kenya, Changeiywo (2002) asserted that "Learners in the rural areas were not motivated to learn science because what they learnt is seen as strange and foreign because it is not presented in a way that they would find it useful in their everyday life".

According to Achieng' and Ayot (2009) to teach is to transform by informing to develop a desire for lifelong learning, to help pupils become mature and independent learners who are architects of an existing challenging future a kind of communication meeting and merging of minds. They further state that, to teach is to help or guide someone learning. Learning can be said to take place only where the learner reacts to what he or she sees, hears and feels. In other words, the learner has to be active to learn.

According to Achieng and Ayot (2009), instruction is the systematic actions that induce learning. It is the specific systematic process of setting conditions of learning either to an individual or a group of people. This study intends to establish the difference in instructional practices between public and private schools. Learners tend to work more intensely when involved in a group.

Learning in a group leads to the ability to build their knowledge with, and through other learners. Learning is best attained in a learning group made up of members of a class, the entire school and the teachers. However, some learning must be of necessity being individual (Otunga *et al.*, 2011).

Class assignments and homework boost students learning and can be seen to instill value to independent learning. In general, learner centered teaching methods that involve students active participation are recommended if critical thinking is to be achieved. These include case studies, role-plays, discussions, problem solving and instrumental team learning among others. However, most teachers use teacher- centered methods, of teaching that consists of lecturing and large-group instruction that place heavy reliance on textbooks and the chalkboard. According to Workineh (2002), school quality determines the academic achievement of learners which he refers “school quality” as the character of instructional process experienced by each student and the school’s efficacy in developing cognitive proficiencies.

The teachers’ continued use of in appropriate teaching practices is partly because many of them are not well equipped with the necessary skills, which as Curson (1990) observes, limits many teachers from using them. Learner- centered methods of teaching are time consuming and with the teachers overwhelming desire to complete the syllabus, they find these methods inconvenient. Large classes in public primary schools make it very hard for the teacher to use learner– centered approaches of teaching. Teachers also lack enough time to prepare pupil-centered lessons and are thus unable to prepare them even when they possess the required skills.

Private primary schools are popular in practicing a method known as “drilling” to make their pupils pass examinations (MOEST, 2003). This is in most cases done by giving the learners very many KCPE model examinations papers with answers and the learners thoroughly revise them with the assistance of the teachers. Such concentrated periods of practice in answering objective tests is thought to be capable of giving increased scores, with a resulting distortion of the pattern of grades in non-preferred objective tests (Curson ,1990).

Pupils from public primary schools may be disadvantaged since they may not afford to buy the very many examination model papers that may improve their KCPE examination performance as those from private schools. In the light of the reviewed literature, this study endeavors to examine instructional practices in both categories of schools and how they influence academic performance. Teaching methods are used to impart knowledge to students they are the means by

which the teacher attempts to impart the desired learning or experience (Ndirangu, 2007). The choice of a particular method of teaching by the teacher determined by number of factors which includes the content to be taught, the objectives which the teacher plans to achieve availability of teaching and learning resources and the ability and willingness of the teacher to improvise if convectional teaching aids are not available, evaluation and follow-up activities and Individual learner differences (Ndirangu, 2007).

The methods used in teaching vary from one country to another, depending on the information or skills that are being taught and also be influenced by the aptitude and enthusiasm of the student. Various studies had been conducted concerning teaching methods, for example Asikhia (2010), found that, qualification of teachers and students' environment factors do not influence students poor performance but teachers' methods of teaching influence poor academic performance. Furthermore, the methods of teaching are dictated by the medium of instruction for example, where English is used, the method of instruction has to be more interactive than passive (Pillar and Skilling, 2005). It also argued that classroom teachers urgently need to know more about effective strategies for teaching English learners (Thompson, 2004).

The commonly used teaching methods especially in developing countries are teacher centered (Guloba, Wokodola, and Bategeka, 2010), which are viewed to be somewhat ineffective in the impartation of knowledge. These methods are no longer used in other counties. Problem-life learning as a teaching method is becoming increasing popular in education institutions as a tool to address the inadequacies of tradition teaching methods since its approaches do not encourage student to participate in the learning process (Teo and Wong, 2000). However, more recently there is an argument in education industry to adopt a learner- centered paradigm shift (Ndirangu, 2007), while other schools of thought are advocating participatory methods of teaching (Sajjad, 2011). Despite these arrays of teaching methods being advocated in literature there is no one universally accepted method. The question still remains is which of these teaching methods contribute to failure or success of students' performance especially in developing countries like Kenya where the causes of poor performance in primary schools is not well understood.

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). It can be used at the beginning of a topic to ascertain students' pre conceived notion of the subject matter or toward the end of a sub topic by presenting student with a new situation and asking them to explain it in terms of what they have

just learned. Strengths of discussion method are; increases the depth of understanding and grasp of the subject matter, enhances motivation and generates greater involvement of the learners, promotes leadership role skills, develops skills of organizing and presenting ideas to others in a logical form and develops a spirit of cooperation among learners. Discussion group method entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it (Kimweri, 2004).

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (Kimweri, 2004). Achieng and Ayot (2009) recommend a learner-centered classroom based on a highly interactive model of student learning which metaphysically puts students at the center of the classroom. The teacher is still very important to the classroom, but acts as manager, mentor and coach. It is assumed that when student work with other students each of them has something to bring to the knowledge Table.

Wasanga, Wambua and Ogle (2010) emphasized that lack of syllabus coverage is a major problem in Kenyan public primary schools. They also observed that schools that want their learners to do well in examinations must cover the syllabus adequately at the end of the year so that they do not disadvantage pupils. Otunga and Nyandusi (2011) concur with the above authors by showing that syllabus can be a source of difference in achievement in countries where centralized curriculum is used such as Kenya. However their work did not show if syllabus coverage is linked to better KCPE performance in private schools and unlike public schools. The present study will endeavour to compare syllabus coverage in both categories of schools.

2.6 Teacher Characteristics and Academic Performance

In addition to relevant skills, employees must have the right attitude to the job if they are going to perform it efficiently (Mbiti, 2007). He adds that paper qualification without proper work attitudes cannot yield much of anything. Some teachers are not interested in their profession even though they may have the professional skills. Their attitudes towards work may be good only

when salaries and other conditions of service are attractive, with a combination of relevant skills, experience and positive attitude towards work, teachers will be able to raise the quality of organization's services to a high level and reputable standard.

Highly motivated teachers contribute significantly to academic achievements of students. According to a report by Mosata (2012) on standard daily news paper, the chairman of the board of governors of Maranda School one of the best performing schools in KCSE 2012 examination said that, "one of the factors that contributed to sterling performance in the school was motivation of teachers". He continued to say that "they would continue to recognize teachers' efforts by organizing trips for exemplary performance". Okyerefo *et al.*, (2011) states that, lack of motivation and professional commitment to work by teachers, leads to poor attendance and unprofessional attitudes towards pupils by the teachers, which in turn affect the performance of the pupils academically.

Another important teacher factor that influences pupils' academic performance is the commitment level of teachers. Reche *et al.*, (2012), pointed out that good performance is as a result of high commitment levels by the teachers. According to them, teachers who lack enthusiasm are unable to teach effectively making pupils not to learn well. This could be a contributing factor to poor performance by the pupils in KCPE examination. This view is important to this study for it aims at establishing commitment levels of teachers in public and private schools and the effect it has in causing difference in KCPE performance in both categories of schools.

Teacher characteristics refer to attitudes and attributes that teachers bring with them when they enter the classroom such as expectations for students, collegiality or collaborative nature, race and gender (Ballou and Podgursky, 2000). Teacher effectiveness on the other hand refer to a value added assessment of the degree to which teachers who are already in the classroom contribute to their students' learning, as indicated by higher than predicted increases in student achievement scores. Debbie (2007) asserts that it is likely that interactions in the job are linked to high motivation level, thus the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed. She argues that while the relationship between teacher motivation and student achievement has not yet been established, the correlation between teacher motivation and student self-esteem cannot be ignored. Teachers with strong

positive attitudes about teaching have students whose self-esteem is high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance.

Intrinsic rewards like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Otieno (2006) cited poor students' teacher ratio as one of the factors that influence student performance. Similarly, a study by Musau (2005) on the factors influencing performance in Kenya certificate of Primary Education (KCPE) in Makueni district in Kenya, found out that one of the key factors that influence performance is the number of staff in a school.

Teachers are instrumental to effective learning and quality education. They guide individual learners towards acquisition of knowledge, skills, abilities, information, ideas and competences needed for purposeful living. Imaobong (2000) sees a teacher as an individual who lays the moral foundation on which good citizenship is built. Thus a teacher's job goes beyond teaching. It stretches into moulding and guiding youths, monitoring students and promoting general character training. Teaching is a complex task and multi-dimensional in nature. Therefore, teachers need to be motivated for effective performance of, and dedication to their job. Ingwu and Ekefre (2006), Pilot (2007), Aldermon (2004) and Ngada (2003) observe that teacher motivation is a key to quality teaching and high standards of academic performance at all levels of education.

Feng and Sass (2008) observed that teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. Given the central role of teacher quality in determining student achievement, there is growing concern over the impact of teacher job change on both the overall level of teacher quality and the distribution of teacher quality across schools. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization.

Goe (2007) assert that teacher practice variables include alignment of instruction and assessments, clear learning objectives and performance expectations, intellectual challenge, explaining what they are learning, formative assessment, active learning, teacher practices as measured by expert observers, principals' subjective assessments of teacher quality. Goe (2007)

goes on to report that there is a positive association between cognitively engaging on challenging instruction with elementary and middle school achievement in mathematics and reading. Frequency of absenteeism among teachers has been shown by research to be one of the teacher factors that lead to lower output of work by the pupils. Reche *et al.*, (2012) pointed out that when teachers absent themselves from school, pupils go unattended and do not do well in examination. Absenteeism by teachers reduces the amount of instructional time and as a result syllabi are seldom completed. The researcher will attempt to find out if teachers in public primary school absent themselves more often than their counterparts in private schools. In a study conducted by Goyal (2007), teacher ineffectiveness is a major cause of poor performance. He found out that public schools in India had well trained experienced and well paid teachers. While private primary schools had inexperienced teachers and poorly paid yet in terms of performance, public schools were outperformed by their colleagues in private schools. This observation is relevant to this study as it will assist to answer the research questions.

2.7 Theoretical Framework

The theory applied to this study was the open system theory advanced by Lunenburg (2010), who viewed a system as an interrelated set of elements functioning as an operating unit. The method which aims at discovering how this is brought about in the widest variety of system has been called General system theory as stated by Simiyu (2001). System theory can also be defined as the orderly combination of two or more individuals whose interaction is intended to produce a desired outcome (Mulnar, 2009).

For instance, a school aims at providing universal literacy for the students who are pursuing their studies in it. It also provides education for self-reliance to the students enrolled in the school (Mukwa and Too, 2002). The purpose of the systems approach is to ascertain that the behavior of an individual is controlled in a way which is consistent with the total demands of the environment and not by the skilled manipulations of one or a few individuals acting independently or in concert. As applied to this study, the theory should assist the researcher to establish the difference in the way head teachers, teachers and pupils in public and private schools work to solve problems and to enhance performance in KCPE examinations. This view is supported by Mulnar (2009) who said that open systems theory has been used for several decades as a framework for analyzing and solving problems in schools.

Open system theory maintains that a school does not exist alone. It does not only depend on its environment but also a part of the larger system such as the society or the economic system of the country to which it belongs. The theory lays emphasis on unity and integrity of the organization and focuses on the interaction between the component parts and the interaction and the environment (Simiyu, 2001). As applied to this study, the theory will assist the researcher to investigate selected factors that influence KCPE performance in private and public primary schools. The theory holds that the component parts of a system interact with each other and the environment thus help the researcher to determine the influence of supervision, teaching and learning resources, instructional practices and teacher characteristics, which are the variables in this study. Schools are open systems, hence they respond to external influence as they attempt to achieve their objectives. The introduction of free primary education in 2003 is an example of a change from the outer environment.

According to Lunenburg (2010), an open systems model is illustrated as follows: As depicted in figure 1, an open system consists of five basic elements: Inputs, transformational process, outputs, feedback and the environment. Inputs are resources from the environment for example, human resources, financial resources, physical resources and information resources. Transformation process includes the internal operation of the organization and its system of operational management. The outputs are the attainment of goals or objectives of the school while feedback serves as a control mechanism. Negative feedback for example, can be used to correct deficiencies in the transformation process or inputs or both. The environment surrounding the school includes the social, political and economic forces that impinge on the organization (Lunenburg, 2010).

As applied to this study the variables; supervisory techniques, teaching and learning resources, teacher characteristics form the inputs into the school, while instructional practices form the transformational process and KCPE performance is the feedback which indicates the effectiveness of the school as a system. Open systems theory refers simply to the concept that organizations are strongly influenced by their environment. The environment consists of other organizations that exert various forces of an economic, political, or social nature. The environment also provides key resources that sustain the organization and lead to change and survival. As a system, a school is moderately open. The primary types of energy are financial and intellectual. The school also operates under a series of sometimes conflicting legal mandates

rather than a social mandate that represents a consensus of the participants. Consequently, substantial amounts of systems energy are consumed in maintaining relationships rather than achieving goals.

Organizationally, schools are divided into classrooms, the day into periods, teachers into subject areas and rank, and pupils into groups by performance results on examinations. Like other formal organizations, schools have memberships composed of individuals holding different positions necessary to carry out the functions and goals of the school. The term education refers to a system of schools, in which specifically designated persons are expected to teach children and youth certain types of acceptable behaviour. The school system becomes a unit in the total social structure and is recognized by the members of the society as a separate social institution. Within this structure a portion of the total socialization process occurs.

Norlin, (2009) refers to schools as social systems in which two or more persons work together in a coordinated manner to attain common goals. By this, several important features of schools are specified. To be precise, they consist ultimately of people, they are goal-directed in nature, they attain their goals through some form of coordinated effort and they interact with their external environment. Teaching and learning practices within the classroom can generally refer to the ways in which teachers choose to carry out their functions to encourage learning to promote knowledge acquisition and intellectual and personal development, as the basic pre-conditions for future successful performance in society.

Open systems theory has profoundly altered how we understand schools as organizations and the demands placed upon educational leaders. Treating schools as if they are independent of their environment would lead to wide misperceptions of the driving factors behind organizational change. Contemporary studies of accountability movements, teacher professionalization, and instructional leadership all benefit from a strongly open systems approach to understanding environmental demands and the resulting adaptation in school policy and its implementation, or lack thereof. Indeed, today scholars are rightfully dubious of work that fails to consider the rich context in which schools develop. Schools, as proposed earlier, have a limited set of goals: the same goals for each student. While they are unitary in character with respect to goals, schools generally have some autonomy with respect to the means to achieve those goals.

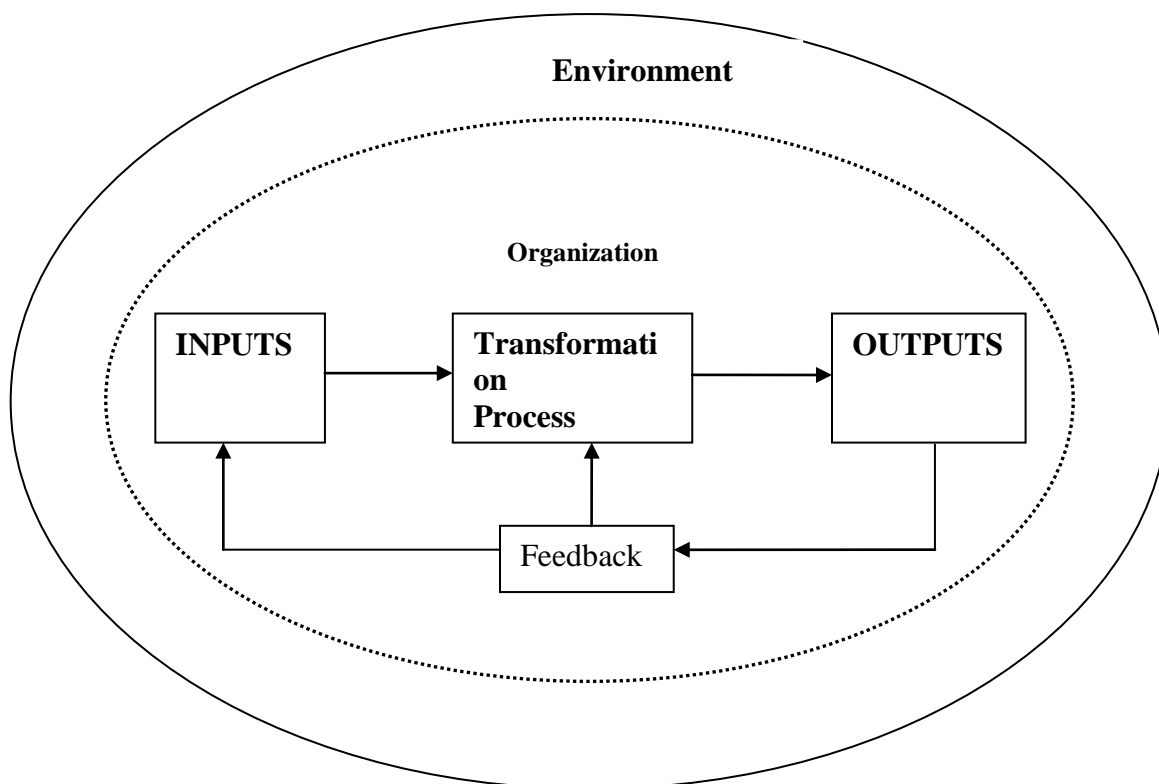


Figure 1: Open System Model

Source: Lunenburg, (2010)

There are two categories of primary schools in Kenya, namely public and private schools. The public primary schools are funded by the Government or communities and are managed through Parent Teacher Associations. The private schools, on the other hand, are established and managed by private individuals or organizations. Before 2003, primary schooling was a big burden to many parents. Actually, many children of school-going age were out of school. This is part of the reason why president Kibaki's NARC party swept into power by promising to make primary education free. True to their promise primary education was made free. However, no other infrastructure was put in place to facilitate the implementation. This gave rise to many problems that the government had not anticipated.

The schools were overwhelmed by the numbers since the classrooms were not expanded or added (Too, 2004). Teachers were few and there were no desks or chairs for the newly enrolled pupils. Some classes still have over 100 pupils to date yet the average number expected in a class is 40. The teacher-student ratio was too big it did not make sense. The problems have never been solved to date. This theory was relevant to this study because it contends that all parts of an

organization are interrelated such that changing one part of the system in a school affects other parts as well. The theory views school organization as a complex social system whose properties cannot be known from analysis of the constituent elements in isolation hence for effective management of the teaching-learning process, emphasis should shift from part to whole.

As applied to this study, the systems theory holds that the different factors in the system that influence the teaching-learning process must be managed together paying attention to all of them without overlooking some factors over the others in order to produce a common whole which in this case is effective teaching and learning. The performance of a system depends on how the elements work together and not how each element works independently. For effective teaching-learning process, all factors that influence teaching-learning process at school must be looked at. In this study, the independent variables were supervision techniques, instructional materials and instruction method and teacher characteristics. These were the inputs which must be looked at to facilitate the teaching process through the activities teaching-learning and the output which was improved performance.

In schools, the interaction between pupils and teachers is part of the transformation process. The output may be pupils' knowledge, skills, abilities, and attitudes. Feedback serves as a control mechanism. Negative feedback from the outputs or environment can be used to correct deficiencies in the learning process. The inputs are used to teach pupils who are then exported into the outside environment. A comparison of the examination results released by the Kenya national examination Council for the years 2010 and 2013 respectively clearly reveals that public primary schools have continued to perform poorly academically as compared to their private counterparts.

Parents now fight to secure a chance in one of the expensive private schools which tend to limit class sizes in order to post better averages for exam rankings. The expectation from parents is that in return for their sacrifice, their children will score highly in their exams. Others highly question the quality of education offered in these public schools. They make do with what they are provided. Private schools have become very popular in Kenya in the recent past, especially in the primary education level. This is because since the introduction of free primary education,

parents have been moving their children to private schools to access "better" education in terms of teachers' attention and the number of students in the class.

2.8 Conceptual Framework

Mugenda and Mugenda (2003) assert that a Conceptual Framework is a graphical or diagrammatic display of the relationship between supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics on the performance of KCPE in public and private schools as shown in Figure 2. The independent variables were perceived to have either positive or negative influence of the dependent variable. As applied to this study, the variables presented in the research paradigm assisted in the study to realize the set purpose: to establish the extent to which supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics influence KCPE performance in public and private schools.

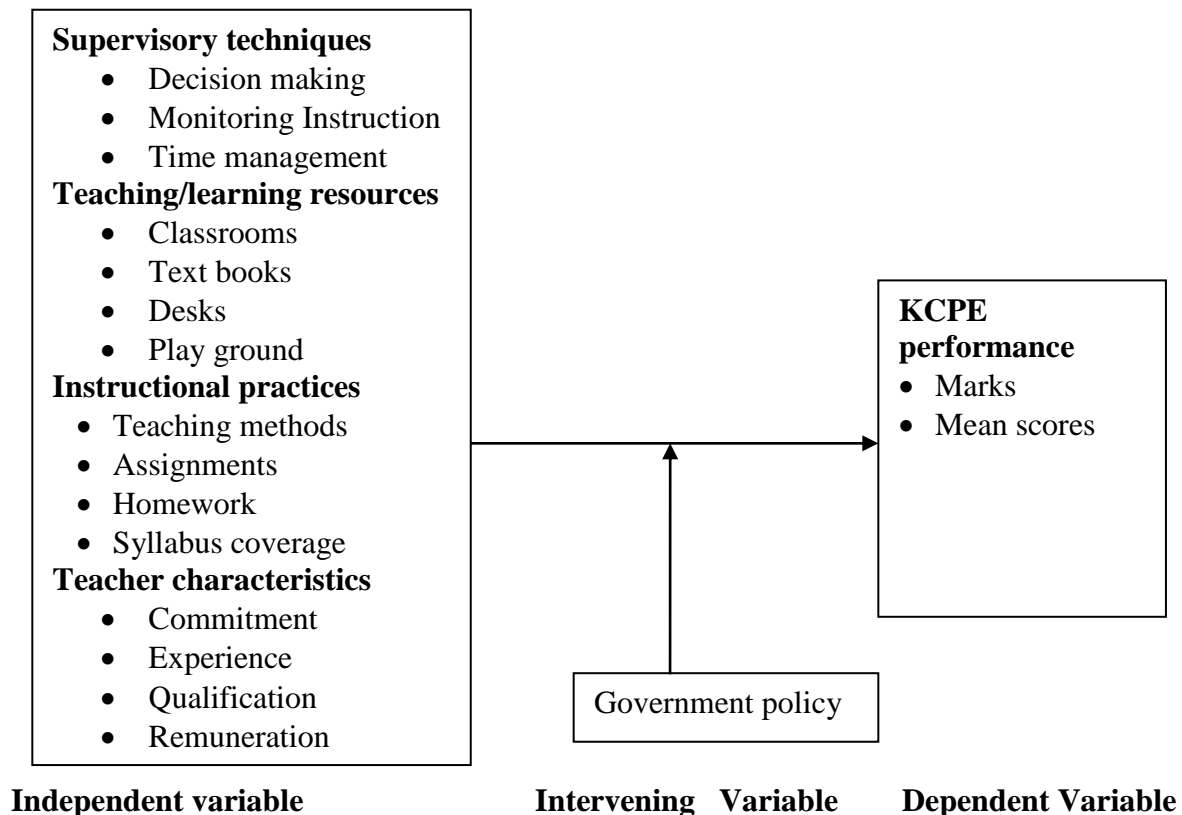


Figure 2: Conceptual framework showing factors influencing KCPE performance in public and private schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the research was carried out. It explains research design, study location, population, sample size, instrumentation, data collection and data analysis.

3.2 Research Design

This study adopted descriptive survey research design. The design is a self-report study that requires the collection of quantifiable information from the sample by interviewing or administering questionnaire to a sample of individuals (Mugenda 2008). It involves gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible draw possible conclusions from the facts discovered (Orodho 2003). Descriptive methods are widely used to obtain data useful in evaluating present practices and providing for decision. This method was appropriate as it gives a detailed description on factors influence KCPE performance in public and private schools in Kaptagat Ward of Eldoret East Sub County, Uasin Gishu County which can be generalized to other parts of Kenya.

Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). The design was intended to produce statistical information about aspects of education that interest policy makers and educators. By involving a broad category of head teachers and teachers, the study fitted within the descriptive survey study design. This made it possible for the study to collect data from various primary schools in the County. The design was used because the population studied was quite large to be observed directly.

3.3 Location of the Study

Kaptagat Ward is in Uasin-Gishu County. The Ward is bordered to the East by Keiyo South Sub County, which is in Elgeyo- Marakwet County, to the west by Eldoret Municipality, to the North by Moiben Ward and to the south by Ainabkoi Ward. The Ward was located within Eldoret East Sub County and has a generally flat terrain (plateau). The Ward is divided into two zones, Kaptagat and Sergoit zone. This area has reliable rainfall with fertile soils which makes it rich agricultural land with the main crops being maize and wheat. The road network in the Ward was

poorly developed especially those leading to the interior parts of the Ward. Both public and private primary schools in the area are day schools apart from a few boarding/day public and private schools. All these schools share a common curriculum and same examining body KNEC. The Ward was chosen for research because of the researcher's familiarity with the area. The performance of private schools in the Ward in KCPE is much better than public schools.

3.4 Population of the Study

The target population consisted of head teachers and teachers from both private and public primary school in the Ward. The total number of schools targeted was 54 (42 public and 12 private). The target population comprise of 54 head teachers and 533 teachers. The respondents of the study were selected on the basis that they provided the required information regarding the objectives of the study.

3.5 Sampling Procedures and Sample Size

A sample selected ensured that sub-groups in the population were presented in the proportion of the population itself (Orodho, 2005).The study employed purposive and simple random sampling techniques. The study first adopted stratified sampling technique to select schools from either public or private primary schools as information sought from the Curriculum Support Officer (CSO). The head teachers were purposely selected from each category. This technique was appropriate because the characteristics of head teachers were similar and homogeneous.

Teachers were selected using simple random sampling from each category of school. Simple random sampling was used as major sampling technique because each and every item has equal chance of inclusion in the sample (Pizam, 1999). The study selected 17 schools from Kaptagat Ward. All the 17 head teachers were interviewed using the interview schedule (Appendix 1). Moreover, 160 teachers were randomly sampled from the 17 schools. Table 4 shows the target population and sample size used in the study.

Table 4

Target Population and Sample Size

Category of respondents	Category of school	Target population	Sample Size
Teachers	Public	430	129
	Private	103	31
Head teachers	Public	42	13
	Private	12	4
TOTAL		587	177

Source: Researcher (2014)

3.6 Instrumentation

Interview schedule was used to collect information from the head teachers (Appendix I). The study also used a questionnaire for teachers (Appendix II). The questionnaires were administered to the respondents and picked upon completion. Observation checklists (Appendix IV) were used to assess facilities and other physical resources in the schools. The researcher made observation of the physical facilities and other resources during the actual visits to the selected schools.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity

Kothari (2011), states that validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Validity refers to the extent to which a test item measures what is actually supposed to measure. To establish validity, the instruments were reviewed before administration by supervisors and colleagues in the Faculty of education and community studies of Egerton University for validation. Content validity was used to ascertain whether the questionnaires are representative of the full content of the study objectives. Face validity were used to test whether the instruments covered the relevant content.

3.7.2 Reliability

The instruments were piloted to ensure consistency. Four primary schools (2 private and 2 public) were selected randomly for pilot test. Piloting was done in Ainabkoi Ward which has similar characteristics and conditions as the location of study. Piloting the instruments assisted to determine appropriateness of the instruments and improvement based on its reliability co-

efficient. Cronbach alpha was used to test reliability and a reliability co-efficient of 0.967 obtained and this met the reliability coefficient threshold of above 0.7 (Bryman 2004). Data from open ended questionnaires were grouped and converted into frequency counts.

3.8 Data Collection Procedures

The researcher obtained authorization letter from the Board of Post Graduate Studies of Egerton University which was then presented to the National Commission for Science, Technology and Innovation (NACOSTI) to obtain a research permit. Upon obtaining authority, the County Director, Uasin Gishu and sub county Education Officer, Eldoret East was informed of the intended research in Kaptagat Ward.

The researcher conducted reconnaissance visit to the schools for introduction and making arrangements for the study. Following formal introduction by the head teacher, the researcher explained the purpose of the study to the teachers and pupils who took part in the study. The questionnaires were administered and collected upon completion. The researcher used observation checklist to asses' facilities and resources in the school.

3.9 Data Analysis

Data from questionnaires were organized, collected and coded according to the study objectives. The data was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20. Data was analyzed using descriptive and inferential statistics. Inferential statistics used independent sample *t* test. Descriptive statistics such as frequencies and percentages were used to describe the factors influencing KCPE performance in public and private primary schools. The statistical/analytical technique used in the analysis of Data is presented in Table 5.

Table 5**Summary of Data Analysis**

Hypotheses	Independent Variables	Dependent Variable	Statistical Test
Ho ₁ : There is no significant influence of supervisory techniques on KCPE performance in private and public primary schools in Kaptagat Ward.	Supervisory techniques	KCPE Performance.	Descriptive (Frequencies and Percentages) <i>t</i> -test
Ho ₂ : There is no significant influence of teaching and learning resources on KCPE performance in private and public primary schools in Kaptagat Ward.	Teaching and learning resources	KCPE Performance.	Descriptive (Frequencies and Percentages) <i>t</i> -test
Ho ₃ : There is no significant influence of instructional practices on KCPE performance in private and public primary schools in Kaptagat Ward.	Instructional practices	KCPE Performance.	Descriptive (Frequencies and Percentages) <i>t</i> -test
Ho ₄ : There is no significant effect of teacher characteristics on KCPE performance in private and public primary schools in Kaptagat Ward.	Teacher characteristics	KCPE Performance.	Descriptive (Frequencies and Percentages) <i>t</i> -test

The independent-samples *t*-test was used because it compares the means between two unrelated groups on the same continuous, dependent variable. An independent *t*-test was used to understand whether KCPE performance differed based on type of school which has two groups: "public" and "private" with respect to various factors. It was appropriate to use an independent *t*-test because it met the following six assumptions that are required for an independent *t*-test to give you a valid result; the dependent variable was measured on a continuous scale (the interval or ratio level). The independent variable consist of two categorical, independent groups type of school (2 groups: public or private); There was independence of observations, which means that there was no relationship between the observations in each group or between the groups themselves.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the research findings of the study on the factors influencing KCPE performance in public and private primary schools. The data from the study were analyzed using SPSS software Version 20, based on objectives of the study. It gives descriptive information of the respondents and findings based on their characteristics. Data was analyzed using descriptive and inferential statistics. Inferential statistics was independent sample *t*-test. Descriptive statistics included means, standard deviation, frequencies and percentages. The results are presented in accordance to the following objectives as set out in chapter one.

- i. To establish the influence of supervisory techniques on KCPE performance in private and public schools in Kaptagat Ward.
- ii. To identify whether teaching and learning resources influence KCPE performance in private and public primary schools in Kaptagat Ward.
- iii. To determine the influence instructional practices on KCPE performance in private and public primary schools in Kaptagat Ward.
- iv. To establish the influence of teacher characteristics on KCPE performance in private and public schools in Kaptagat Ward.

4.1.1 Response Rate

The study sample was 17 head teachers and 160 teachers from both private and public schools. Data collection was carried out through interview schedule and questionnaires. The response rate for head teachers was 17 (100%) while that of teachers was 151 (94.38%). This response rate meets the threshold of 70% as recommended by (Kothari 2004).

Table 6
Response rate

	Sample size	Percent	Response	Percent
Head teachers	17	100%	17	100%
Teachers	160	100%	151	94.38%
Total	177	100%	168	94.91%

Source: Field data, 2014

4.2 Demographic Information

The study collected demographic information of the respondents in the study. This was necessary in order for the study to establish school status, teacher establishment, gender, age, highest

professional qualification and teaching experience. This section presents the findings from the analysis of demographic data. During the study the type of schools where respondents were obtained was as shown in Table 7.

Table 7

Type of School		
Type of School	Frequency	Percent
Public	124	82.1
Private	27	17.9
Total	151	100.0

Source: Field data, 2014

From Table 7 a considerable proportion of the respondents 124(82.1%) were drawn from public schools, with only 27(17.9%) from private schools. This indicates that the distribution of schools in Kaptagat Ward was varied, with the private sector having fewer schools compared to the public schools. There is need to provide quality education in public schools so as to reduce on cost of education.

Teacher Establishment

The results on the teacher establishment were sought during the study as shown in Table 8. On teacher establishment results, there was an indication that most of the public schools (50) had two male teachers, followed by 36 of them having 4 males each with 28 public having 3 males and 10 public schools had 7 male teachers. However, 15 private schools had five male teachers and 7 had four male teachers. With respect to female teachers, 22 public schools had five and nine female teachers each. This was followed by 19 schools having four female teachers, 16 of them had 8 teachers, with 15 schools having 7 female teachers. In private schools, however, 8 schools had 9 female teachers, followed by 7 schools which had 4 and 8 female teachers and finally 5 schools had 11 female teachers.

Table 8
Teacher Establishment

Number of teachers	Male		Female	
	Public	Private	Public	Private
1	0	0	10	0
2	50	0	2	0
3	28	0	0	0
4	36	7	19	7
5	0	15	22	0
6	0	0	4	0
7	10	0	15	0
8	0	0	16	7
9	0	0	22	8
11	0	0	0	5
12	0	5	14	0
Total	124	27	124	27

Source: Field data, 2014

Distribution of Teachers by Gender

The gender of the respondents was sought and presented the study as shown in Table 9.

Table 9
Teachers Gender

Type of School	Male	Female	Total
Public	44 (29.1%)	80(53%)	124 (82.1%)
Private	12(7.9%)	15 (9.9%)	27 (17.9%)
Total	56 (37.1%)	95 (62.9%)	151 (100%)

Source: Field data, 2014

The findings indicated that majority 95(62.9%) of the teachers were female and 56(37.1%) male. The results showed that most of the teachers in public school were female (53%), while in private schools the ratio of male to female was almost similar. This showed that there was a gender disparity in the staffing of public primary schools. There is need for the government to employ more male teachers in public primary schools as this may affect the pupil's perception on their performance.

Distribution of respondents' by Age

On the age of the respondents who taught primary schools in Kaptagat Ward, results indicated that most 63(41.7%) of the teachers were aged between 30 and 39 years of which 35.8% were from public schools and 9(6%) from private schools as shown in Table 10. All the 42(27.8%) of

the teachers aged between 40 and 49 years were from public school. However 21.2% of teachers aged between 20 and 29 years of which 18(11.9%) were from private and 14(9.3%) from public. Finally, 12(7.9%) of the teachers from public schools were aged above 50 years. These findings showed that teachers employed in private schools are relatively young compared to those in public schools.

Table 10
Distribution of respondents' by Age

Type of School	Age Bracket					Total
	Above 50 years	40 to 49 years	30 to 39 years	20 to 29 Years	Below 20 years	
Public	12 (7.9%)	42(27.8%)	54(35.8%)	14(9.3%)	2(1.3%)	124(82.1%)
Private	0(0.0%)	0(0.0%)	9(6.0%)	18(11.9%)	0(0.0%)	27(17.9%)
Total	12(7.9%)	42(27.8%)	63(41.7%)	32(21.2%)	2(1.3%)	151(100.0%)

Source: Field data, 2014

The findings indicated that most of the teachers in public schools were above 30 years where as those in private schools were below 30 years. The teacher's age may be related to their teaching experience and this always enhances the performance of their schools. The teachers employed in private schools were relatively young and this could have an influence in KCPE performance.

Distribution of respondents' by Highest Professional Qualification

On the respondents' by level of education, the study established the highest level of academic qualification achieved by the teachers teaching primary schools in Kaptagat Ward as presented in Table 11. At least 39.1% of the teachers had attained certificate in Education, 32.5% had Diploma in Education, while 23.8% of them had a Bachelor's degree and 4.6% had master qualification. However, most of the teachers in public and private schools had certificate qualification.

Table 11
Highest Academic Qualifications

Type of School	Highest Professional Qualification				Total
	Certificates	Diploma	Degree	Masters	
Public	50 (33.1%)	36 (23.8%)	33(21.9%)	5 (3.3%)	124 (82.1%)
Private	9 (6.0%)	13(8.6%)	3 (2.0%)	2(1.3%)	27(17.9%)
Total	59 (39.1%)	49(32.5%)	36 (23.8%)	7(4.6%)	151 (100.0%)

Source: Field data, 2014

From the findings majority of the teachers had diploma and certificate qualification as their highest level of academic qualification. The minimum academic qualification required for

employment to be a teacher in a primary school is a PTE/Diploma certificate in education MOEST (2003). Most of the teachers in public schools have higher academic qualification than their private counterparts.

Teaching Experience

On teaching experience, results indicated that 28.5% of the teachers had taught for less than 5 years, while 18.5% had a teaching experience of 16-20years and 17.9% had a teaching experience of 6 and 10 years as shown in Table 12. Hence the results show that most of the teachers in private schools had worked for less than 10 years, whereas those in public had worked for more than six years.

Table 12
Teaching Experience

School Type	Teaching Experience (Years)								Total
	0-5	6- 10	11- 15	21 – 15	16 – 20	21 – 25	26-30	Above 30	
Public	24 (15.9%)	22 (14.6%)	20 (13.2%)	4 (2.6%)	28 (18.5%)	14 (9.3%)	8 (5.3%)	4 (2.6%)	124 (82.1%)
Private	19 (12.6%)	5 (3.3%)	3 (2.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	27 (17.9%)
Total	43 (28.5%)	27 (17.9%)	23 (15.2%)	4 (2.6%)	28 (18.5%)	14 (9.3%)	8 (5.3%)	4 (2.6%)	151 (100.0%)

Source: Field data, 2014

Most teachers in public schools as shown in Table 12 have more years of teaching experience as compared to their private school counterparts. This implies that experience brings greater competence leading to improvement of performance in schools.

Frequency of giving homework to learners

On the frequency of giving homework to learners, majority (41.7%) of the teachers in public primary schools do not give homework regularly to their learners and only 2% gave homework regularly as shown in Table 13. The findings showed that 14.6% of teachers in private primary schools regularly gave homework to their learners with only 0.7% who sometimes gave homework and 2.6% did not give homework at all as compared to 41.1% and 39.1% respectively in public schools. This implies that the time spent on homework by pupils is a determinant of academic achievement.

Table 13**Frequency of giving homework to learners**

Type of School	As a teacher in primary school, how often do you give homework to your learners?			Total
	Regularly	Sometimes	Not at all	
Public	3 (2.0%)	62 (41.1%)	59(39.1%)	124 (82.1%)
Private	22 (14.6%)	1 (0.7%)	4(2.6%)	27 (17.9%)
Total	25 (16.6%)	63 (41.7%)	63(41.7%)	151(100.0%)

Source: Field data, 2014

From the results in Table 13, it is evident that most teachers in public schools sometimes gave homework to pupils while most teachers in private schools gave homework regularly and thus could contribute to the differences in their performances. This implies that homework has positive influence not only on pupil’s academic achievement but also on their general school. This agrees with Cooper & Valentine, (2001) that homework can help make students independent learners possessing better study skills, more positive academic attitudes, and stronger responsibility toward learning. This concurs with Zimmerman and Kitsantas (2005) that homework affected students’ self-efficacy beliefs and their perception of responsibility, and these characteristics in turn have an impact on their achievement.

Test learner’s academic achievements through examinations

On testing learner’s academic achievements through examinations, most teachers (69.5%) identified that they test learner’s academic achievements through examinations once every month, with 23.2% testing every week and 6% give out the tests once a term as shown in Table 14. However, 63.6% of teachers in public schools and 6% in private schools test learner’s academic achievements once a month. The results shows that majority of the teachers in public schools tests their learners every month, while most teachers in private schools test their learners through examination every week.

Table 14
Test Learner’s Academic Achievements through Examinations

Type of School	How often do you test your learner’s academic achievements through examinations?				Total
	Every week	Once a month	Once a term	Once a year	
Public	21 (13.9%)	96 (63.6%)	7 (4.6%)	0 (0.0%)	124 (82.1%)
Private	14(9.3%)	9 (6.0%)	2 (1.3%)	2 (1.3%)	27 (17.9%)
Total	35(23.2%)	105 (69.5%)	9 (6.0%)	2 (1.3%)	151 (100.0%)

Source: Field data, 2014

Most public school head teachers interviewed agreed that they give at least 7 KCPE model exams to candidates per year, while their counterparts in private schools gave at least 27. These could contribute to the differences in KCPE performance in public and private schools. This view is also shared by MOEST (2003) which pointed out that private schools are popular in giving their learners very many K.C.P.E model examination papers where they thoroughly revise with the assistance of the teachers.

Time Teachers Arrive at School

On the time teachers arrive at school as indicated in Table 15, most of them (53.6%) arrived at school at 8 O’clock, while (31.1%) at 7 O’ clock and still another (13.2%) earlier than 7 am as shown in Table 15. The findings showed that most of the teachers in private school arrive at school earlier than 7 O’clock, while most teachers in public schools arrive at 8 O’ clock.

Table 15
Time Teachers Arrive at School

Type of School	Approximate time teachers arrive at school				Total
	Earlier than 7. O’clock	7. O’clock	8.O’clock	Later than 9.O’clock	
Public	5 (3.3%)	38(25.2%)	81 (53.6%)	0 (0.0%)	124 (82.1%)
Private	15 (9.9%)	9 (6.0%)	0 (0.0%)	3 (2.0%)	27 (17.9%)
Total	20 (13.2%)	47 (31.1%)	81 (53.6%)	3 (2.0%)	151 (100.0%)

Source: Field data, 2014

These results indicated that the time teachers arrived at school varied. The time the teachers in public and private schools reported to work varied and may be one of factors that contributed to the differences in their performance.

Time Teachers Leave School

On the time teachers leave school, most of them (61.6%) left school at 4pm, with 19.9% leaving at 5 O' clock and 13.9% after 5 pm as shown in Table 16. The findings indicated that most of the teachers from public schools left school earlier than those from private schools.

Table 16
Time Teachers Leave School

Type of School	Approximate time teachers leave school in the evening				Total
	3. O'clock	4.O'clock	5.O'clock	Later than 5 pm	
Public	7 (4.6%)	90 (59.6%)	23 (15.2%)	4 (2.6%)	124(82.1%)
Private	0(0.0%)	3 (2.0%)	7 (4.6%)	17 (11.3%)	27 (17.9%)
Total	7 (4.6%)	93 (61.6%)	30 (19.9%)	21(13.9%)	151 (100.0%)

Source: Field data, 2014

The results showed that most teachers in private leave school after 5 O' clock and indicate that they spent most of their time interacting with pupils, while most teachers in public schools leave at 4 O'clock meaning that they only interacted with learners during class time. The variation in time which teachers leave school in the two categories of schools may contribute to the differences in KCPE performance. This agrees with Patall, Cooper and Allen (2010) that the research suggests that extending school time can be a particularly effective means to support student learning for students who are most at risk of school failure.

From the interview schedule the head teachers identified that there was lack of commitment to teaching with most teachers in public schools. Punctuality was a problem to most of them since they arrived past 8.00am and left not later than 4.00pm. Most of the teachers from private school in their response indicated that they were punctual and committed and as Reche *et al* (2012) puts, good performances is as a result of high commitment levels by the teachers. The study has found out that commitment levels of teachers in public and private schools varied and hence may contribute to the difference in KCPE performance between the two categories of schools. This concurs with Silva, (2007) that because of poor and minority students are less likely than their more affluent peers to have educational resources outside of school, they may benefit more from increased school time.

4.3 KCPE Mean Performance in Private and Public Schools

The dependent variable in the study was KCPE mean performance in both private and public schools between 2009 and 2013 as shown in Table 17.

Table 17

Comparison of KCPE Mean Performance in Private and Public Schools

School category	2009	2010	2011	2012	2013
Private	324.54	336.69	325.60	331.14	343.03
Public	245.47	258.24	250.95	250.57	245.46
Mean	285.01	297.47	288.27	290.86	294.25

Source: Field data, 2014

From the results in Table 17, the performance of KCPE in private schools had increased steadily from 2009 to 2013 compared to that of public schools. The highest mean score of private school was 343.03 obtained in 2013 compared to 245.46 in public school. Typically, the mean difference in KCPE performance was established using t-test. The use of this method was attributed to the nature of the data, because it had only one continuous dependent variable and only one categorical independent variable.

An Independent Samples t-test was used so as to randomly assign to one of the two groups. The t-test was calculated to determine if there was any difference between the two types of school and whether it was statistically significant. To determine type of school variation on the mean performance of KCPE independent samples t-test was used as shown in Table 18.

Table 18

Independent Samples t-test on KCPE performance

Year	School Status	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
2009	Public	15	245.47	19.47	-3.932	14	.002
	Private	1	324.54	.			
2010	Public	15	258.24	16.87	-6.387	15	.000
	Private	2	336.69	2.56			
2011	Public	15	250.95	20.34	-6.662	17	.000
	Private	4	325.60	17.78			
2012	Public	15	250.57	19.33	-7.250	17	.000
	Private	4	331.14	21.61			
2013	Public	15	245.46	22.55	-7.313	17	.000
	Private	4	343.03	28.52			

Source: Field data, 2014

There was a significant difference in performance for private and public school performance in KCPE ($t(14) = -3.92, p = 0.002$) in 2009; ($t(15) = -6.38, p = 0.000$) in 2010; ($t(17) = -6.38, p = 0.000$) in 2011 ($t(17) = -7.25, p = 0.000$) in 2012 and ($t(17) = -7.3, p = 0.000$) in 2013. Results suggest that school status variation really have significant effect on the KCPE performance. The performance of KCPE showed that there was variation in the type of school. Despite the fact that the number of public school involved in the study being high ($n=15$) compared to private ($n= 4$) the mean performance of private schools was higher in private schools compared to public schools. An independent-samples t-test was conducted to compare the type of school variation in the performance of KCPE. The private school scores varied much more compared to public school scores. This may imply that the variability in the type of school variation in performance of KCPE was significantly different for the years 2009 and 2013.

From these results there is a statistically significant difference between school status and performance in KCPE and variation is not likely due to chance but due to the independent variable manipulation. The performance in KCPE 2009-2013 ($p<0.05$) indicated that there was a statistically significant difference between public and private school performance. Since, the mean for the private schools was higher than that of public schools; it showed that most private schools were able to utilize significantly more instructional strategies to boost their performance compared to public schools.

4.4 Influence of supervisory techniques on KCPE performance in public and private primary schools

The first objective of the study was to establish the influence of supervisory techniques on KCPE performance in public and private primary schools. The head teachers and teachers' view on the influence of supervisory techniques on KCPE performance in public and private primary schools was sought using questionnaires. The results of the findings are presented in the subsequent sections.

Head teacher's firmness has influence on KCPE performances in the school

On head teacher's firmness, 93 (75%) of the teachers in public schools agreed that it influenced KCPE performances in the school and 16.2% disagreed, while 26 (96.3%) in private schools agreed and 3.7% disagreed. This was supported by an average mean score of 3.83 in public schools compared to 4.33 of private schools as shown in Table 19.

Table 19**Head teacher's firmness has influence on KCPE performances in the school.**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	10 (8.1%)	10 (8.1%)	11 (8.9%)	53 (42.7%)	40 (32.3%)	124(100.0%)	3.83	1.20
Private	0(0.0%)	1(3.7%)	0(0.0%)	15(55.6%)	11(40.7%)	27(100.0%)	4.33	0.68
Total	10 (6.6%)	11 (7.3%)	11 (7.3%)	68 (45.0%)	51 (33.8%)	151 (100.0%)	3.92	1.14

Source: Field data, 2014

This implies that the head teacher's firmness in private schools is stronger than in public schools leading to variation in KCPE performance. Shahida (2008) argued that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. Her observations relate to the findings of this study.

The head teacher is friendly to teachers and pupils

On the statement of whether head teachers were friendly to teachers and pupils, 87 (70.1%) teachers in public school and 26 (96.3%) in private schools agreed as shown in Table 20. However, 25 (20.2%) of teachers in public schools and none in private schools disagreed that the head teacher were friendly to teachers and pupils. This was supported by an average mean score of 4.67 in private school and 3.96 in public school. However, the unfriendliness among some public schools head teachers cannot be ruled out during the study since 20% of the teachers disagreed.

Table 20**The head teacher is friendly to teachers and pupils**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	8 (6.5%)	17 (13.7%)	12(9.7%)	22 (17.7%)	65 (52.4%)	124 (100.0%)	3.96	1.33
Private	0 (0.0%)	0(0.0%)	1(3.7%)	7(25.9%)	19(70.4%)	27(100.0%)	4.67	0.55
Total	8(5.3%)	17(11.3%)	13(8.6%)	29(19.2%)	84(55.6%)	151(100.0%)	4.09	1.25

Source: Field data, 2014

These results indicated that head teachers were friendly to teachers and pupils and assist in enhancing performance in KCPE. Each teacher was made accountable in his or her area of specialization and thus creates an environment where freedom prevails. Head teachers ensured that respect among teachers was encouraged and maintained. It is imperative that head teachers understand the personality of every teacher so as to know how to handle them and address any emerging issue immediately without delay. This agrees with Okyerefo *et al.*, (2011) that, lack of

motivation and professional commitment to work by teachers, leads to poor attendance and unprofessional attitudes towards pupils by the teachers, which in turn affect the performance of the pupils academically.

The head teacher consults widely before making decision

On the item of head teachers consulting before making decisions, 90(72.6%) of the teachers in public schools and 25 (92.6%) in private schools agreed as shown in Table 21. However, 24 (19.3%) of teachers in public schools and none in private schools disagreed that the head teacher consults widely before making decision.

Table 21

The head teacher consults widely before making decision

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	7 (5.6%)	17 (13.7%)	10 (8.1%)	41(33.1%)	49 (39.5%)	124 (100.0%)	3.87	1.24
Private	0(0.0%)	0(0.0%)	2(7.4%)	11(40.7%)	14(51.9%)	27(100.0%)	4.44	0.64
Total	7(4.6%)	17(11.3%)	12(7.9%)	52(34.4%)	63(41.7%)	151(100.0%)	3.97	1.17

Source: Field data, 2014

This was supported by an average mean score of 4.4 in private school and 3.87 in public school. This implies that most of the head teachers in private schools consulted widely before making decision than those in public school. This is supported by interview schedule results where the head teachers in public schools said they often consult stakeholders before making certain decisions. In private schools a lot of consultation is done among various stakeholders before making decisions. Various routines are strictly followed and include holding of regular staff meetings in school. This could be achieved by delegating duties and responsibilities to various departments and their performance frequently assessed. This finding agrees with Oyetunyi (2006) who pointed out that managers should invite contributions from the subordinates before making decisions.

The head teacher is competent

On head teacher competences, 92 (74.2%) teachers in public school and 26 (96.3%) from private schools agreed as shown in Table 22. However, 22 (17.7%) of teachers in public schools and none in private schools disagreed that the head teachers were competent. This was supported by an average mean score of 4.33 in private school and 3.88 in public school.

Table 22**The head teacher is competent and thus influences KCPE performances in the school.**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	6(4.8%)	16(12.9%)	10(8.1%)	47(37.9%)	45(36.3%)	124(100.0%)	3.88	1.18
Private	0(0.0%)	0(0.0%)	1(3.7%)	16(59.3%)	10(37.0%)	27(100.0%)	4.33	0.55
Total	6(4.0%)	16(10.6%)	11(7.3%)	63(41.7%)	55(36.4%)	151(100.0%)	3.96	1.11

Source: Field data, 2014

These results indicated that head teacher's competency influences performance in KCPE. However, some headteachers in public schools were incompetent as indicated by 22% of teachers who disagreed, hence affecting KCPE performance. This may affect the overall performance of these schools.

Head teacher supports and encourages staff professional advancement

On whether the head teacher supports and encourages staff professional advancement, 93 (75%) of the teachers in public school and 24 (88.8%) in private schools agreed as shown in Table 23.

Table 23**Head teacher supports and encourages staff professional advancement and this contributes to achievement of improved KCPE performance in the school**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	1(0.8%)	2(1.6%)	28(22.6%)	37(29.8%)	56 (45.2%)	124 (100.0%)	4.17	0.89
Private	0 (0.0%)	0(0.0%)	3(11.1%)	12(44.4%)	12 (44.4%)	27(100.0%)	4.33	0.68
Total	1(0.7%)	2 (1.3%)	31(20.5%)	49(32.5%)	68 (45.0%)	151(100.0%)	4.20	0.86

Source: Field data, 2014

This was supported by an average mean score of 4.33 for private school and 4.17 for public school. This implied that head teachers support and encourage staff professional advancement and contributes to achievement of improved KCPE performance in the schools. Similar findings were explained by Deals and Peterson (2002) who noted that managers should work with and support career progression. However, 2.4% of teachers in public schools and none in private schools disagreed that head teacher supports and encourages staff professional advancement.

Head teacher is knowledgeable and understands his/her duties well

On whether the head teachers were knowledgeable and understood their duties well, 91 (73.5%) of the teachers in public school and 25 (92.6%) in private schools agreed as shown in Table 24. However, 26.6% of teachers in public schools and 7.4% in private schools disagreed that head

teachers were knowledgeable and understood their duties well. This implied that head teachers were knowledgeable and understood their duties well thus enhances KCPE performance in the school. Also, the view that 26.6% of teachers in public school disagreed cannot be neglected, since it implies that some head teachers in public schools are not knowledgeable and have limited understanding of their duties, hence affecting KCPE performance.

Table 24
The head teacher is knowledgeable and understands his/her duties well and hence influences KCPE performance in the school.

Type of school	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std deviation
Public	18 (14.5%)	15 (12.1%)	45 (36.3%)	46 (37.1%)	124 (100.0%)	3.96	1.04
Private	0 (0.0%)	2 (7.4%)	7 (25.9%)	18 (66.7%)	27 (100.0%)	4.59	0.64
Total	18 (11.9%)	17 (11.3%)	52 (34.4%)	64 (42.4%)	151(100.0%)	4.07	1.01

Source: Field data, 2014

This was supported by an average mean score of 4.59 for private school and 3.96 for public school. This agrees with Okumbe (2007) emphasized that the supervisor who in this case is the head teacher, must acquire technical skills and ability to perform his/her duties effectively.

There is proper supervision of teachers on time management in the school

On whether there is proper supervision of teachers on time management in the school, 81 (65.3%) of the teachers in public school and 22 (71.5%) in private schools agreed as shown in Table 25. However, 26.6% of teachers in public schools and 7.4% in private schools disagreed that there was proper supervision of teachers on time management. This was supported by an average mean score of 4.59 for private schools and 3.96 for public schools.

Table 25
There is proper supervision of teachers on time management in the school and this influences KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	10 (8.1%)	21(16.9%)	12(9.7%)	47(37.9%)	34(27.4%)	124(100.0%)	3.60	1.27
Private	1(3.7%)	1(3.7%)	3(11.1%)	7(25.9%)	15(55.6%)	27(100.0%)	4.26	1.06
Total	11(7.3%)	22(14.6%)	15(9.9%)	54(35.8%)	49(32.5%)	151(100.0%)	3.72	1.26

Source: Field data, 2014

This implied that proper supervision of teachers on time management in the schools, though it was higher in private schools as compared to public schools. This agrees with Okyerefo *et al*

(2011) which showed that some teachers in public schools left the classrooms at will without attending to their duties because there was insufficient supervision by circuit supervisors.

From interview schedule the head teachers from public schools conducted supervision through checking on teacher absenteeism, carrying out inspection from time to time. However, head teachers in private schools conducted their supervisory technique through maintaining good relationship with teachers and maintaining class attendance registers and holding regular staff meetings. Unlike public schools, most of the teachers in private schools were housed within the school or near the school to minimize time loss hence have enough time to attend to their pupils.

The head teacher is always present in school

On whether the head teacher was always present in school, 55 (44.4%) of the teachers in public school and 2 (7.4%) in private schools disagreed as shown in Table 26.

Table 26

The head teacher is always present in school and this influences KCPE performance in the school.

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	25 (20.2%)	30 (24.2%)	17 (13.7%)	31 (25.0%)	21 (16.9%)	124 (100.0%)	2.94	1.41
Private	1 (3.7%)	1 (3.7%)	1 (3.7%)	9 (33.3%)	15 (55.6%)	27 (100.0%)	4.33	1.00
Total	26 (17.2%)	31 (20.5%)	18 (11.9%)	40 (26.5%)	36 (23.8%)	151 (100.0%)	3.19	1.45

Source: Field data, 2014

At least 53(41.9%) of teachers in public schools and 24 (88.9%) in private schools agreed that head teacher was always present in school. This was supported by an average mean score of 4.33 for private school and 2.94 for public school. This implied that head teachers were always present in private schools as compared to public schools, thus enhances KCPE performance in private than public schools. UNESCO (2007) holds the view that, proper management of private schools is the responsibility of the Head teacher who ensures instructional supervision and school management in general.

There is effective supervision of curriculum implementation by the head teacher

On whether there was an effective supervision of curriculum implementation by the head teacher, 83(66.9%) of the teachers in public school and 24 (88.9%) in private schools agreed as shown in Table 27. However, 25(20.2%) of teachers in public schools and 1(3.7%) in private schools disagreed that there was effective supervision of curriculum implementation by the head

teacher. This was supported by an average mean score of 4.33 for private school and 3.63 for public school.

Table 27

There is effective supervision of curriculum implementation by the head teacher which has influenced KCPE performance.

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	11(8.9%)	14(11.3%)	16(12.9%)	52(41.9%)	31(25.0%)	124 (100.0%)	3.63	1.23
Private	1(3.7%)	0(0.0%)	2(7.4%)	10(37.0%)	14(51.9%)	27(100.0%)	4.33	0.92
Total	12 (7.9%)	14(9.3%)	18(11.9%)	62(41.1%)	45(29.8%)	151(100.0%)	3.76	1.21

Source: Field data, 2014

There was an effective supervision of curriculum implementation by the head teachers in private schools as compared to public schools. The head teachers in private schools make use of the teacher's talent by allocating subjects and responsibilities according to their talent and interest. This agreed with Shahida (2008) that head teachers are instructional leaders in schools who should be at the forefront in supervising instructing and providing leadership in the institutions. This implies that supervision according to her is critical in enhancing academic performance.

Allocation of subjects is carefully done to the specialization of every teacher. There is a culture of the school which has been maintained and all members of staff in the school are treated equally. Frequent staff meetings are always held to discuss issues and to brief each other. The head teachers in private schools always check on teacher's lesson notes, lesson plans and other preparations on daily basis and approve them. They receive regular reports from teachers on various activities in each department in the school. This agrees with Reche, Bundi, Riungu & Mbugua (2012) that head teachers should monitor lesson plan preparation frequently; otherwise it may lead to poor performance by in national examinations.

From interview schedule results the head teachers from public schools identified their supervisory technique affect KCPE performance in your schools through encouraging teamwork, checking on teacher absenteeism and time management by carrying out inspection from time to time. The head teachers from public schools empower class teachers to monitor instructions in their classrooms and class attendance register was used to ensure teachers attend their lessons without fail by checking professional documents. This agrees with Silsil (2008) that head teacher as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the directions and guidance of the head teacher.

The significance of instructional supervision in lesson planning, preparation of lesson notes, inspection of records of work covered, schemes of work, students progress reports, lesson attendance, utility of the lesson prescribed times, giving class assignments and corrections and giving reports at the end of every week as teacher on duty, have all been argued to contribute to better performance of students in examinations.

The head teachers often consult stakeholders before making certain decisions and dictate some things in order to be done the way he wants them done. Also the head teachers do random inspection by asking pupils how they are being taught and use exam results to gauge teacher's performance. This agrees with Olembo (1977) who expressed team teaching as an effort to improve instruction by recognizing the personnel in teaching. To him the heart of teaching lies not in details of structure and organization but more in the essential spirit of cooperative learning, close unit unstained communication and sincere sharing.

From interview schedule results the head teachers from private schools identified their supervisory technique affect KCPE performance in your schools through maintaining good relationship with teachers and there was mutual trust between the head teacher and teachers. This agrees with Glickman *et al.*, (2001) that the primary objective of the supervision process in public schools is to offer teachers direct assistance to improve their performance toward the goal of increasing student learning. Teachers in private have a lot of freedom and they are actively involved in decision making, delegated responsibilities and systems have been put in place which is strictly followed by everyone and ensured smooth running of the school.

This creates an environment where freedom prevails. This agrees with Glickman *et al.*, (2001) that the process of instructional supervision in schools is conducted by administrators and generally involves face-to-face visits to the teacher's classroom in an observation and evaluation model Certain criteria are observed and recorded and a report is generated as a part of the supervision process in a physical school environment. A lot of consultation is done to various stakeholders before making decisions affecting them. Various routines in school are strictly followed and include holding of regular staff meetings. This could be achieved by delegating duties and responsibilities to various departments and frequently asses their performance.

From the study there was difference in supervisory techniques between public and private schools. The Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultation

before making decision, competence, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. Shahida (2008) also pointed out that head teachers are instructional leaders in schools who should be at the forefront in supervising instructing and providing leadership in the institutions. Supervision according to her is critical in enhancing academic performance. However, the findings of this study shows that the magnitude of supervision varied between private and public schools.

Overall supervisory techniques in schools

During the study the nine statements used to establish the supervision techniques was computed to determine its average mean score. This was ascertained using the descriptive statistics such as mean, standard deviation and standard error as established in Table 28.

Table 28
Overall supervisory techniques in schools

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Public	3.7599	.82947	.07449	3.6124	3.9073
Private	4.4033	.36741	.07071	4.2579	4.5486
Total	3.8749	.80547	.06555	3.7454	4.0044

Source: Field data, 2014

These findings showed that the mean score for private school (4.40) was higher than that of public schools (3.76). Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved (Okendu, 2012).

From the results it indicated that the supervisory techniques adopted in private schools were more efficient and effective in teaching and learning compared to those in public schools thus leading to the differences in performance in both categories of schools. The findings showed that support and encouragement of staff professional advancement in school influenced KCPE performance in public and private primary schools. This finding concurs with UNESCO, (2007) that some countries had dismantled their supervision services earlier re- established them for

example the Philippines, China and Sweden did not have it in the past, and thus have created them.

This finding concurs with Okumbe, (2007) that the management of public primary schools is the responsibility of the head teachers who ensures instructional supervision and school management in general. For effective supervisory leadership, Okumbe (2007) explains that, the supervisor, who in this case is the head teacher, must acquire basic skills of supervision which may include; conceptual skills which entails the ability to acquire, analyze and interpret information in a logical manner.

The t-test was conducted to explore the influence in supervisory techniques between KCPE performance in private and public primary schools as shown in Table 28. The supervisory techniques showed that there was a variation in the mean of private schools compared to (4.40 ± 0.367), that of public schools (3.76± 0.83).

Table 28
Group Statistics on supervisory techniques in private and public primary schools

	School Status	N	Mean	Std. Deviation	Std. Error Mean
Supervisory	Public	124	3.7599	.82947	.07449
	Private	27	4.4033	.36741	.07071

Source: Field data, 2014

Private schools had supervisory techniques higher than the public schools. This study found that public schools had statistically significant lower supervisory techniques on KCPE performance compared to private schools $t(149) = -3.94, p = 0.000$ as shown in Table 29. The group means indicates that supervisory techniques significantly influence public and private school because the p-value < 0.05.

The $p=.000$, showing that the difference in means is statistically significant at the .05 level. Results indicate that the supervisory techniques were statistically different between the mean of public and private schools. Thus it showed that the supervision practices in both private and public schools are not all equal. Supervision is one of the critical factors that influence academic performance. The results are in agreement with Okyerefo, Daniel and Steffi (2011) that academic

performance was better in private schools due to effective supervision. Thus, effective supervision improves the quality of teaching and learning in the classroom. However, the scenario is different in public schools.

Table 29
Independent Samples Test on instruction practices in private and public primary schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Supervisory	Equal variances assumed	17.465	.000	-3.939	149	.000	-.64344	.16334	-.96619	-.32068
	Equal variances not assumed			-6.265	91.84	.000	-.64344	.10271	-.84742	-.43945

Source: Field data, 2014

Since the effects in supervisory techniques were found to be significant, it may mean that the means differ more than would be expected by chance alone and despite reaching statistical significance, the actual difference in mean scores between private and public primary schools was quite small. The finding indicates that, some teachers in public schools leave the classroom at will without attending to their duties because there was insufficient supervision by circuit supervisors. This lack of supervision gave the teachers ample room to do as they please (Okyerefo *et al.*, 2011). The findings concur with UNESCO, (2007) that there has been renewed worldwide interest in issues of monitoring and supervision. Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners.

4.5 Influence of school Instructional Practices on KCPE performance in public and private primary schools

The second objective of the study was to establish the influence of instructional practices on KCPE performance in public and private primary schools. The teachers' views on the influence

of instructional practices on KCPE performance in public and private primary schools was sought using questionnaires. The results of the findings are shown in the following sections.

The use of learner-centered methods of teaching by teachers in school contributes to good performance in KCPE examination

The study sought to establish whether teachers used learner-centered methods, 117(94.3%) of teachers in public school and 27 (100%) in private schools agreed as shown in Table 30. However, 7(5.6%) of teachers in public schools disagreed that teachers used learner-centered method of teaching. This was supported by an average mean score of 4.70 for private school and 4.50 for public schools.

Table 30
The use of learner-centered methods of teaching by teachers in school contributes to good performance in KCPE examination

Type of school	Strongly disagree	Disagree	Agree	Strongly agree	Total	Mean	Std deviation
Public	3 (2.4%)	4(3.2%)	38(30.6%)	79(63.7%)	124 (100.0%)	4.50	0.86
Private	0(0.0%)	0 (0.0%)	8 (29.6%)	19 (70.4%)	27 (100.0%)	4.70	0.47
Total	3 (2.0%)	4 (2.6%)	46 (30.5%)	98 (64.9%)	151(100.0%)	4.54	0.81

Source: Field data, 2014

Learning can be said to take place only where the learner reacts to what he or she sees, hears and feels. The learner has to be active in the learning process, (Achieng and Ayut, 2009). From the headteachers interview, learner-centered methods of teaching were commonly practised in most private schools and some few public schools. It included the use of group work, discussion, debates and fieldtrips. However, public schools head teachers identified that most teachers used teacher centered methods such as chalk and talk method due to overcrowded classes. This agrees with MIE (2004) that in order to make an informed choice of teaching method(s) in the teaching and learning process the teacher must know; the teaching methods available, the strengths and weakness of each method, the purpose of each can save and how each method can be used in practice. Other considerations during choosing a method of teaching are number of students to be taught, age, time and prior knowledge of the learner.

Continued practice of teacher-centered methods of teaching by teachers in the school lead to poor KCPE performance

Most of the teachers 90 (72.5%) in public school and 18 (66.6%) in private schools agreed that the continued practice of teacher-centered method of teaching had led to poor KCPE performances as shown in Table 31.

Table 31
Continued practice of teacher-centered methods of teaching by teachers in the school lead to poor KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	10 (8.1%)	18 (14.5%)	6 (4.8%)	54 (43.5%)	36 (29.0%)	124 (100.0%)	3.71	1.25
Private	3 (11.1%)	4 (14.8%)	2 (7.4%)	11(40.7%)	7(25.9%)	27 (100.0%)	3.56	1.34
Total	13 (8.6%)	22 (14.6%)	8 (5.3%)	65(43.0%)	43(28.5%)	151(100.0%)	3.68	1.27

Source: Field data, 2014

However, 28(22.6%) of teachers in public schools and 7 (25.9%) disagreed that continued practice of teacher-centered methods of teaching led to poor KCPE performance. This was supported by an average mean score of 3.56 for private schools and 3.71 for public schools. This implied that private and public primary school teachers continually used learner-centered methods of teaching. This agrees with Kimweri, (2004) that discussion group method entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it. This concurs with Achieng and Ayot (2009) recommend a learner –centered classroom based on a highly interactive model of student learning which metaphysically puts students at the centre of the classroom. The head teachers in public school identified that most teachers used teacher-centered methods such as talk and chalk method due to high population. Other instructional practices include; lecture method, the use of group work despite being not active, field trips though occasionally and debates which were not active.

There is good mastery of instructional language by pupils in the school

On whether there is good mastery of instructional language by pupils in the school, 26 (96.3%) of the teachers in private school and 63 (50.9%) in public schools agreed as shown in Table 32. However, 53(42.7%) of teachers in public schools and 1 (3.7%) disagreed that there is good

mastery of instructional language by pupils. This was supported by an average mean score of 4.41 for private schools and 3.23 for public schools.

Table 32
There is good mastery of instructional language by pupils in the school

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	6 (4.8%)	47(37.9%)	8 (6.5%)	39(31.5%)	24 (19.4%)	124(100.0%)	3.23	1.27
Private	0 (0.0%)	0 (0.0%)	1(3.7%)	14(51.9%)	12(44.4%)	27(100.0%)	4.41	0.57
Total	6(4.0%)	47(31.1%)	9(6.0%)	53(35.1%)	36(23.8%)	151(100.0%)	3.44	1.26

Source: Field data, 2014

This implied that in private primary schools there was good mastery of instructional language by pupils compared to public schools and this could contribute to the difference in KCPE performance between the two categories of schools. Pupils strictly spoke in English throughout apart from Kiswahili lessons. Pupils who are weak academically were given individualized instructions in order to catch up. Reading lessons was done on daily basis during either morning or evening preps. Most public school head teachers interviewed admitted that pupils often spoke in mother tongue while in school. The findings are in agreement with the observations made by Farrant (2007) that, schools that have excelled in examinations are those that have policies in how to handle learners' work followed strictly.

Teachers use English as a medium of instruction

The study sought to identify whether teachers use English as medium of instruction, 26 (96.3%) of teachers in private schools and 95 (76.6%) in public schools agreed as shown in Table 33. However, 17(13.7%) of teachers in public schools and 1 (3.7%) disagreed that teachers used English as a medium of instruction.

Table 33
Teachers use English as a medium of instruction

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	6 (4.8%)	11(8.9%)	12 (9.7%)	62 (50.0%)	33 (26.6%)	124 (100%)	3.85	1.07
Private	0(0.0%)	0(0.0%)	1(3.7%)	13(48.1%)	13(48.1%)	27(100%)	4.44	0.58
Total	6(4.0%)	11(7.3%)	13(8.6%)	75(49.7%)	46(30.5%)	151(100%)	3.95	1.02

Source: Field data, 2014

This was supported by an average mean score of 4.44 for private school and 3.85 for public school. This implied that private primary school teachers use English as a medium of instruction more than those in public schools and may have influence on KCPE performance. This agrees with Muthwii (2002) and Bunyi (2005) that most educators, persuaded by the way that English would be the language of instruction in higher classes and of examinations, decided to instruct in English instead of the first language.

Pupils in the school work in groups

Most 26(96.3%) of the teachers in private school and 97(78.2%) in public schools agreed that pupils in the school work in groups as summarized in Table 34. However, 24(18.3%) of teachers in public schools and 1 (3.7%) disagreed that pupils in the school work in groups. This was supported by an average mean score of 4.26 for private school and 3.85 for public school.

Table 34
Pupils in the school work in groups

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	2 (1.6%)	22 (17.7%)	3(2.4%)	63(50.8%)	34 (27.4%)	124 (100%)	3.85	1.07
Private	0 (0.0%)	1(3.7%)	0(0.0%)	17(63.0%)	9 (33.3%)	27(100%)	4.26	0.66
Total	2(1.3%)	23(15.2%)	3(2.0%)	80 (53.0%)	43 (28.5%)	151(100%)	3.92	1.02

Source: Field data, 2014

Achieng and Ayot (2009) indicated that learners tend to work more intensely when involved in a group work. They pointed out that learning in a group leads to the ability to build their knowledge with and through other learners. These implied that in private primary schools, pupils work in groups more often than those in public schools. Private school head teachers identified that most teachers used discussion groups that are very active especially in standard 7 and 8, and also regular debates which are fully participated by all teachers. Public school head teachers on the contrary admitted limited use of discussions groups in their schools.

Heavy reliance on textbooks by teachers during instruction

On whether there was heavy reliance on textbooks by teachers during instruction, 10 (37%) of the teachers in private schools and 72 (58.1%) in public schools agreed as summarized in Table 35. However, 44 (34.5%) of teachers in public schools and 12 (44.4%) in private schools disagreed that there is heavy reliance on textbooks by teachers during instruction.

Table 35
Heavy reliance on textbooks by teachers during instruction

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	17 (13.7%)	27 (21.8%)	8 (6.5%)	64 (51.6%)	8(6.5%)	124(100%)	3.15	1.24
Private	5 (18.5%)	7(25.9%)	5(18.5%)	8(29.6%)	2(7.4%)	27(100%)	2.81	1.27
Total	22(14.6%)	34(22.5%)	13(8.6%)	72(47.7%)	10(6.6%)	151(100%)	3.09	1.25

Source: Field data, 2014

This was supported by an average mean score of 2.81 for private school and 3.15 for public school. This implied that there was heavy reliance on textbooks by teachers during instruction in public primary school than those in private school. The academic achievement illustrates per excellence the correct use of these materials. This is supported by Mutai (2006) who asserted that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms.

There is individualized instruction given to pupils in the school

On whether there was individualized instruction given to pupils in the school, 19 (70.3%) of the teachers in private school and 61 (59.2%) in public schools agreed as summarized in Table 36. However, 52 (26.6%) of teachers in public schools and 3(11.1%) in private disagreed, with 24.2% in public and 18.5% in private who were undecided that there was individualized instructions given to pupils in their schools.

Table 36
There is individualized instructions given to pupils in the school

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	11(8.9%)	22 (17.7%)	30(24.2%)	45(36.3%)	16(12.9%)	124(100%)	3.27	1.16
Private	0(0.0%)	3(11.1%)	5(18.5%)	13(48.1%)	6(22.2%)	27(100%)	3.81	0.92
Total	11(7.3%)	25(16.6%)	35(23.2%)	58(38.4%)	22(14.6%)	151(100%)	3.36	1.14

Source: Field data, 2014

This was supported by an average mean score of 3.81 for private school and 3.27 for public school. These implied that there were individualized instructions given to pupils in private

primary schools than in public schools. The teaching lies not in details of structure and organization but more in the essential spirit of cooperative learning, close unit unstained communication and sincere sharing. This agrees with Olembo (1977) that expressed team teaching as an effort to improve instruction by recognizing the personnel in teaching.

Active involvement of pupils in practical lessons improves KCPE performance

On whether there was active involvement of pupils in practical lessons, 26 (96.3%) of the teachers in private school and 99 (79.8%) in public schools agreed as summarized in Table 37.

Table 37

Active involvement of pupils in practical lessons improves KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	3 (2.4%)	18(14.5%)	4(3.2%)	48(38.7%)	51(41.1%)	124(100%)	4.02	1.12
Private	0(0.0%)	0.0%	1(3.7%)	7(25.9%)	19(70.4%)	27(100%)	4.67	0.55
Total	3(2.0%)	18(11.9%)	5(3.3%)	55(36.4%)	70(46.4%)	151(100%)	4.13	1.07

Source: Field data, 2014

However, 21 (16.9%) of teachers in public schools disagreed, while 3.7% in private and 3.2% in public were undecided on active involvement of pupils in practical lessons. This was supported by an average mean score of 4.67 for private schools and 4.02 for public schools. This showed that there was active involvement of pupils in practical lessons in private primary schools than in public schools. This agrees with Asiabaka (2008) that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition.

Pupils are given homework on daily basis and this improves achievement

Most of the teachers 25 (92.6%) in private school and 88 (71%) in public schools agreed that pupils are given homework on daily basis as summarized in Table 38. However, 33 (26.5%) of teachers in public schools and 1 (3.7%) in private school disagreed, with 3.7% in private and 2.4% in public undecided on whether pupils were given homework on daily basis.

Table 38**Pupils are given homework on daily basis and this improves achievement in KCPE performance**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	13(10.5%)	20(16.1%)	3(2.4%)	49(39.5%)	39(31.5%)	124(100%)	3.65	1.35
Private	1(3.7%)	0(0.0%)	1(3.7%)	8(29.6%)	17(63.0%)	27(100%)	4.48	0.89
Total	14(9.3%)	20(13.2%)	4(2.6%)	57(37.7%)	56(37.1%)	151(100%)	3.80	1.32

Source: Field data, 2014

This was supported by an average mean score of 4.48 for private school and 3.65 for public school. This showed that pupils were given homework on daily basis in private primary schools unlike in public schools. In private schools homework were used and strictly followed by teachers and headteachers, while in public schools they were given occasionally. This agrees with Cooper & Valentine, (2001) that homework can help make students independent learners possessing better study skills, more positive academic attitudes, and stronger responsibility toward learning.

From interview schedule results the public school head teachers identified that most teachers used teacher centered methods due to population such as talk and chalk method. Other instructional practices include; lecture method, the use of group work despite being not active, field trips though occasionally and debates are not active. This agrees with Teo and Wong, (2000) that problem-life learning as a teaching method is becoming increasing popular in education institutions as a tool to address the inadequacies of tradition teaching methods since its approaches do not encourage student to participate in the learning process. Also concurs with Ndirangu, (2007) that more recently there is an argument in education industry to adopt a learner-centered paradigm shift as well as Sajjad, (2011) that other schools of thought are advocating participatory methods of teaching.

The teaching aids were available though not adequate. Sometimes there used resource persons to teach and homework was given occasionally. There was also morning and evening preps. This agrees with Usman (2007) that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. The private school headteachers identified that most teachers used discussion groups that are very active especially in standard 7 and 8, also strong debating and mjadalas full participated by all teachers. This agrees with Ndirangu, (2007) that the choice of a particular method of teaching by the teacher determined by number of factors which

includes the content to be taught, the objectives which the teacher plans to achieve availability of teaching and learning resources and the ability and willingness of the teacher to improvise if convectional teaching aids are not available, evaluation and follow-up activities and Individual learner differences.

Pupil's centred methods are used and very minimal teacher centered method used. This agrees with Ndirangu, (2007) that teaching methods are used to impart knowledge to students they are the means by which the teacher attempts to impart the desired learning or experience. Syllabus is strictly completed by the end of 2nd term and sometimes 1st term because standard 8 syllabuses began in standard 7. This agrees with Wasanga, Wambua and Ogle (2010) emphasized that lack of syllabus coverage is a major problem in Kenyan public primary schools. Otunga and Nyandusi (2011) concur with the study that syllabus can be a source of difference in achievement in countries where centralized curriculum is used such as Kenya.

The chaplain of the school was used of resource persons and motivational speakers from time to time. Pupils strictly speak in English throughout apart from Kiswahili lessons. Weak children were given individualized instructions in order to catch up. This agrees with Pillar and Skilling, (2005) that the methods of teaching are dictated by the medium of instruction for example, where English is used, the method of instruction has to be more interactive than passive. Examination was done in plenty every week approximately 30 exams per year. This agrees with Ndirangu, (2007) that questioning techniques is one of the basic and successful ways of stimulating students thinking and learning (it is applicable to all teaching approaches and methods. Question and answers defined as a method both for teaching and oral testing based on the use of questions to be answered by the pupil.

Private schools have developed a reading culture advocate for child centred method. Reading lessons done on daily basis during either morning or evening preps. This agrees with Kimweri, (2004) that teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures. Field work and native work done regularly use of teaching aids. Educational tours and field trips are done regularly. This agrees with Kimweri, (2004) that the demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved. There is core teaching in the school, inter-class competition guidance and counseling was active

and it helps to improve discipline. Hand writing lessons every day during lunch hour and break time.

Overall Instructional practices in schools

During the study the nine statements used to establish the instructional practices were computed to determine average mean score. This was ascertained using the descriptive statistics such as mean, standard deviation and standard error as established in Table 39. These findings showed that the mean score for private school (4.13) was higher than that of public schools (3.60). From the results it indicated that the instructional practices adopted in private schools were more efficient and effective in teaching and learning process compared to those in public schools.

Table 39

Overall Instruction practices in schools

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Lower Bound	Upper Bound
Public	124	3.6909	.65137	.05849	3.5751	3.8066	
Private	27	4.1276	.33716	.06489	3.9942	4.2609	
Total	151	3.7689	.62913	.05120	3.6678	3.8701	

Source: Field data, 2014

This may contribute to the differences in performance in both public and private schools. Also in private schools, there was core teaching, inter-class competition, and active guidance and counseling programme and thus helped to improve discipline. This concurs with Sadker and Sadker (2000) that in the current era of knowledge explosion, there is need for the schools to emphasize thinking skills, which are necessary in today's new information society. UNESCO (2005) asserted that many commonly used teaching styles are too rigid and place emphasis on rote learning which place students in a passive role, and thus do not serve them well. According to Achieng and Ayot (2009), instruction is the systematic actions that induce learning. It is the specific systematic process of setting conditions of learning either to an individual or a group of people.

The *t*-test was conducted to explore the difference in instructional practices between private and public primary schools as shown in (Table 40). To determine variation on the instruction practices in private and public primary schools independent samples *t*-test. The instruction

practices showed that there was a variation in the mean of private school as compared to (4.13 ± 0.337), that of public school (3.69 ± 0.651).

Table 40
Group Statistics on instruction practices in private and public primary schools

	School Status	N	Mean	Std. Deviation	Std. Error Mean
Instruction practices	Public	12	3.6909	.65137	.05849
	Private	27	4.1276	.33716	.06489

Source: Field data, 2014

From the group Statistics Table, the private schools had instruction practices higher than the public school. This study found that public schools had statistically significantly lower instruction practices (3.69 ± 0.651) on KCPE performance compared to after a private schools (4.13 ± 0.337), $t(149) = -3.36$, $p = 0.001$ as summarized in Table 41. The group means indicates that there was a statistically significantly different between instruction practices in public and private school because the value in the Sig. (2-tailed) was less than 0.05. The p -value is .000, implying that the difference in means is statistically significant at the .05 level. Results indicate that the instruction practices ($p=0.001$) was statistically different between the mean of public and private schools.

Table 41
Independent Samples Test on instruction practices in private and public primary schools

		Instruction practices	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances		F	16.363
t-test for Equality of Means	T	Sig.	.000
			-3.380
	Df		149
	Sig. (2-tailed)		.001
	Mean Difference		-.43671
	Std. Error Difference		.12919
	95% Confidence Interval of the Difference	Lower	-.69200
		Upper	-.18142
			74.965
			.000
			-.43671
			.08736

Source: Field data, 2014

The mean for the private schools was greater than that of public and this showed that instruction practices in private schools were able to enhance the KCPE performance than in public schools. It agrees with Workineh (2002), that school quality determines the academic achievement of learners which he refers “school quality” as the character of instructional process experienced by each student and the school’s efficacy in developing cognitive proficiencies. Since the influence of instruction practices was found to be significant, it implies that the means differ more than would be expected by chance alone and despite reaching statistical significance, the actual difference in mean scores between private and public primary schools was quite small. This agrees with Asikhia (2010), that, qualification of teachers and students’ environment factors do not influence student’s poor performance but teachers’ methods of teaching influence poor academic performance.

4.6 Influence of teaching and learning resources on KCPE performance in private and public primary schools

The third objective of the study was to establish how teaching and learning resources influence KCPE performance in public and private primary schools. The teacher’s views on the extent to which teaching and learning resources influence KCPE performance in public and private primary schools was obtained using questionnaires. The results of the findings are presented in the following sections.

School provides teachers and pupils with text Books that aid in improving KCPE performance

On whether schools provided teachers and pupils with text Books that aid in improving KCPE performance, most of the teachers in public 118 (95.1%) and 21 (77.4%) in private schools agreed that they provide textbooks as summarized in Table 42. However, 5 (4%) teachers in public and 3(11.1%) in private schools disagreed as well as undecided, while 0.8% in public school were undecided that schools provided textbooks. This showed that most of the teachers in public schools were provided with textbooks (4.31) as compared to (4.07) in private schools. This may not contribute to the varying performance in private and public schools.

Table 42**School provides teachers and pupils with Text Books that aid in improving KCPE performance**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	0 (0.0%)	5(4.0%)	1(0.8%)	69(55.6%)	49(39.5%)	124(100%)	4.31	0.69
Private	1(3.7%)	2(7.4%)	3(11.1%)	9(33.3%)	12(44.4%)	27(100%)	4.07	1.11
Total	1 (0.7%)	7(4.6%)	4(2.6%)	78(51.7%)	61(40.4%)	151(100%)	4.26	.78

Source: Field data, 2014

This agrees with Adeoye and Papoola (2011), that for learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources to ensure some level of performance.

The school has adequate Library Books for teachers and pupils to use

On whether school has adequate library books for teachers and pupils to use, most of the teachers in public 93 (75%) and 14 (51.8%) in private schools agreed that they had adequate library books as summarized in Table 43. However, 26 (20.9%) teachers in public and 11(40.7%) in private schools disagreed, while 4% in public and 7.4% in private school were undecided that schools had adequate library books.

Table 43**The school has adequate Library Books for teachers and pupils use**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	5(4.0%)	21(16.9%)	5(4.0%)	72(58.1%)	21(16.9%)	124(100%)	3.67	1.07
Private	1(3.7%)	10(37.0%)	2(7.4%)	10(37.0%)	4(14.8%)	27(100%)	3.22	1.22
Total	6(4.0%)	31(20.5%)	7(4.6%)	82(54.3%)	25(16.6%)	151(100%)	3.59	1.11

Source: Field data, 2014

This showed that most of the teachers in public school had adequate library books for teachers and pupils' use (3.67) as compared to (3.22) in private schools. This agrees with Owoeye and Yala (2010) that in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects. While the selection of a textbook has been

judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities.

School provides free Exercise Books which has improved access to writing materials for the pupils

On whether school provides free exercise books, most of the teachers in public 99 (79.8%) and 10 (37%) in private schools agreed that school provides free exercise books as summarized in Table 44. However, 21 (16.9%) teachers in public and 17(62.9%) in private schools disagreed, while 3.2% in public undecided that school provides free exercise books.

Table 44

The school provides free Exercise Books which has improved access of writing materials for the pupils

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	2 (1.6%)	19(15.3%)	4(3.2%)	54(43.5%)	45(36.3%)	124(100%)	3.98	1.08
Private	13(48.1%)	4(14.8%)	0(0.0%)	3(11.1%)	7(25.9%)	27(100%)	2.52	1.76
Total	15(9.9%)	23(15.2%)	4(2.6%)	57(37.7%)	52(34.4%)	151(100%)	3.72	1.34

Source: Field data, 2014

This showed that public schools provided free exercise books (3.98) as compared to (2.52) in private schools. Despite the provision of adequate free exercise books for public schools, the findings of this study indicated that it does not contribute to the difference in performances of KCPE results. The difference may be attributed to more academic programs conducted in private than public schools. These results are supported by Gitongo (2006) who attributes improved performance in KCPE examination to the government initiative in Provisions of infrastructural materials to schools after the introduction of FPE.

Teachers make use of the facilities in the laboratory for teaching

On whether teachers make use of the facilities in the laboratory for teaching, most of the teachers in public 83 (66.9%) and 22 (77.4%) in private schools disagreed that teachers make use of the facilities in the laboratory as summarized in Table 45. However, 24 (18.4%) teachers in public agreed, while 13.7% in public and 18.5% in private schools were undecided that teachers make use of the facilities in the laboratory for teaching.

Table 45**Teachers make use of the facilities in the laboratory in teaching**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	37 (29.8%)	46 (37.1%)	17(13.7%)	13(10.5%)	11(8.9%)	124(100%)	2.31	1.25
Private	12(44.4%)	10(37.0%)	5(18.5%)	0(0.0%)	0(0.0%)	27(100%)	1.74	.76
Total	49(32.5%)	56(37.1%)	22(14.6%)	13(8.6%)	11(7.3%)	151(100%)	2.21	1.20

Source: Field data, 2014

This showed that most of the teachers in public schools (2.31) as compared to (1.74) in private schools do not make use of the facilities in the laboratory for teaching. This indicated that the teachers' utility of the facilities in the laboratory for teaching do not contribute to the difference in performance of private and public schools. This agrees with Olagunju and Abiola (2008) states that utilization of resources in the teaching brings about fruitful learning since it stimulates student's sense as well as motivating them.

Teachers make use of the computer room in teaching to improve pupil's performance

On the issue of teachers making use of the computer room in teaching to improve pupil's performance, most teachers in public 88 (71%) and 17 (62.9%) in private schools disagreed that they make use of the computer room as shown in Table 46. However, 19 (15.4%) teachers in public and 7(25.9%) in private schools agreed, while 17 (13.7%) in public and 3 (11.1%) in private were undecided that they use computers in teaching.

Table 46**Teachers make use of the computer room in teaching to improve pupils performance**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	63(50.8%)	25(20.2%)	17(13.7%)	10(8.1%)	9(7.3%)	124(100%)	2.01	1.28
Private	10(37.0%)	7(25.9%)	3(11.1%)	6(22.2%)	1(3.7%)	27(100%)	2.30	1.30
Total	73(48.3%)	32(21.2%)	20(13.2%)	16(10.6%)	10(6.6%)	151(100%)	2.06	1.28

Source: Field data, 2014

This showed that teachers in public (2.01) compared to (2.30) in private schools do not make use of the computer room. This indicated that teachers making use of the computer room in

teaching do not contribute to the difference in performance of KCPE in private and public schools.

Teacher’s make use of the teacher’s guide during their teaching

The study sought to establish whether teachers make use of the teacher’s guide during teaching, most of the teachers in public 109 (87.9%) and 22 (81.5%) in private schools agreed as shown in Table 47. However, 15(12.1%) teachers in public and 4(14.8%) in private schools disagreed, while 1(3.7%) in private school were undecided that school teachers make use of the teacher’s guide during their teaching.

Table 47

Teacher’s make use of the teacher’s guide in teaching made the scores goes up

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	9(7.3%)	6(4.8%)	0(0.0%)	74(59.7%)	35(28.2%)	124(100%)	3.97	1.07
Private	0(0.0%)	4(14.8%)	1(3.7%)	7(25.9%)	15(55.6%)	27(100%)	4.22	1.09
Total	9(6.0%)	10(6.6%)	1(0.7%)	81(53.6%)	50(33.1%)	151(100%)	4.01	1.07

Source: Field data, 2014

This showed that most of the teachers in private schools used teacher’s guide during their teaching (4.22) as compared to (3.97) in public schools. This indicated that the teachers making use of the teacher’s guide during their teaching contribute to the difference in KCPE performance of private and public schools.

Teachers make use of excursions/field trips in teaching

On whether teachers used excursions/fieldtrips in teaching most of them in public 65(52.4%) and 23(85.2%) in private schools were in agreement as shown in Table 48.

Table 48

Teacher’s make use of the excursions/field trips in teaching which has improved KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	12(9.7%)	32(25.8%)	15(12.1%)	52(41.9%)	13(10.5%)	124(100%)	3.18	1.21
Private	0(0.0%)	2(7.4%)	2(7.4%)	14(51.9%)	9(33.3%)	27(100%)	4.11	.85
Total	12(7.9%)	34(22.5%)	17(11.3%)	66(43.7%)	22(14.6%)	151(100%)	3.34	1.21

Source: Field data, 2014

However, 44(35.5%) teachers in public and 2(7.4%) in private schools disagreed, while 12.1% in public and 7.4% in private school were undecided on using excursions/field trips in teaching. This showed that most of the teachers in private schools used excursions/field trips during their teaching (4.11) as compared to (3.18) in public schools. This indicated that the use of excursions/field trips during teaching contribute to the difference in performance of private and public schools. The educational tours and field trips were used regularly in private schools. This agrees with Kimweri, (2004) that teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures.

Schools provides charts, wall drawings and other related learning aids

On the issue of schools providing charts, wall drawings and other related learning aids, most of the teachers in public 85 (68.6%) and 20 (74.1%) in private schools agreed as shown in Table 49. However, 29 (23.4%) teachers in public and 6 (22.2%) in private schools disagreed, while 10 (8.1%) in public and 1 (3.7%) in private school were undecided on schools providing charts, wall drawings and other related learning aids.

Table 49

Schools provides charts, wall drawings and other related learning aids

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	4(3.2%)	25(20.2%)	10(8.1%)	57(46.0%)	28(22.6%)	124(100%)	3.65	1.13
Private	1(3.7%)	5(18.5%)	1(3.7%)	6(22.2%)	14(51.9%)	27(100%)	4.0	1.30
Total	5(3.3%)	30(19.9%)	11(7.3%)	63(41.7%)	42(27.8%)	151(100%)	3.71	1.17

Source: Field data, 2014

This showed that most of the teachers in private schools (4.00) provided charts, wall drawings and other related learning aids during their teaching as compared to (3.65) in public schools. This indicated that teachers' provision of charts, wall drawings and other related learning aids contributed to the difference in KCPE performance in private and public schools.

Teachers prepare scheme of works helps in planning teaching

On whether teachers' scheme of work helps in lesson planning 115 (92.7%) teachers in public and 24 (88.9%) in private schools were in agreement as shown in Table 50. However, 9 (7.2%) teachers in public and 6 (11.1%) in private schools disagreed that teacher's scheme of work helped in planning teaching. This showed that most of the teachers in private schools (4.37)

indicated that schemes of work helped in planning teaching, as compared to (4.31) in public schools.

Table 50

Teacher’s set scheme of works which helps in planning teaching and hence their pupils scores in the final exams goes up

Type of school	Strongly disagree	Disagree	Agree	Strongly agree	Total	Mean	Std deviation
Public	4(3.2%)	5(4.0%)	54(43.5%)	61(49.2%)	124(82.1%)	4.31	0.92
Private	0(0.0%)	3(11.1%)	8 (29.6%)	16(59.3%)	27(17.9%)	4.37	0.97
Total	4(2.6%)	8(5.3%)	62(41.1%)	77(51.0%)	151(100%)	4.32	0.93

Source: Field data, 2014

This indicated that the teacher’s scheme of work helped in planning teaching and slightly contributes to the difference in performance of private and public schools. The findings are also in agreement with Osen (2007) who found that head teachers inspected schemes of work regularly. The findings are similar to those of Njoroge (2012) who found that head teachers inspected schemes of work at least once a month.

From interview schedule results the headteachers as the custodian of the school had varied views on how learning and instructional materials affect KCPE performance. The public school headteachers identified that the books were enough at ratio 1:2, with enough supplementary books. The chairs and were not enough with only one for 3 pupils. The public school lacks cupboard for books storage, library and science room. There was no electricity in public schools. The classrooms were available and adequate, with no boarding facilities. In public schools there was no meals and transport for pupils and teachers and play ground available but not spacious.

The private school headteachers identified the classroom adequate with desks were available with two pupils per desk and individual lockers for standard 8. The books in private schools had ratio 1:3 and course books available in the ratio 1:2 and parents buy a lot of supplementary books. Boarding facility was available for standard 4 – 8 and a must for standard 7 and 8. This agrees with Chiriswa (2002) that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

The private schools provide lunch and tea for all pupils and transport for day scholars. There is electricity, computer, photocopy and library. Supplementary reader was plenty and exercise books and pens provided to pupils. There are cupboards for storage of books in class and staff rooms. The school has a science room and social studies room with a lot of learning materials. Playground were available but small not spacious enough. The school has a television and video which is used for instructions i.e. recording information and photos are used. The findings above agrees with Levin, Glaze and Fullan (2008) who asserted that the reasons why some schools achieved better than others is the fact that the head teachers of achieving schools take time to supervise teachers' preparation for instruction.

Overall score of teaching and learning resources in schools

During the data collection the nine statements used to establish the teaching and learning resources was computed to determine its average mean score. This was ascertained using the descriptive statistics such as mean, standard deviation and standard error as established in Table 51. These findings showed that the mean score for private school (3.4) was lower than that of public schools (4.9).

Table 51

Overall score of teaching and learning resources in schools

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
				Lower	Upper
Public	3.4866	.53024	.04762	3.3923	3.5808
Private	3.3951	.61350	.11807	3.1524	3.6378
Total	3.4702	.54500	.04435	3.3826	3.5578

Source: Field data, 2014

From the results it indicated that the teaching and learning resources used in public schools were more compared to those in private schools. This may not contribute to the differences in performance in both public and private schools. Since KCPE performance was better in the latter school type as compared to the former. These findings agree with UNSECO (2005) that the assessments of quality in the implementation of education for all observed that in low income countries, increased spending to provide more textbooks, smaller class size and improved school facilities had a positive impact on learners cognitive achievement.

The findings concur with Mbiti (2007) that, when school equipments and facilities are inadequate or supplies delayed for example, teachers cannot be expected to do their work properly. Luchali (2007) also asserted that, lack of physical facilities in schools is a major determinant of academic achievement among learners. From interview schedule the public school headteachers identified that the books were enough at ratio 1:2, with enough supplementary books. However, the chairs were not enough since one is used to seat by three pupils. Public schools lacked cupboards for storing textbooks, library and science room. Most of them also did not have electricity. The classrooms were available and adequate and had spacious playground. In public schools meals were not provided as well as transport for pupils and teachers.

In private schools, the scenario was slightly different because the classrooms were adequate with desks available, one used to seat two pupils and individual lockers for standard 8. The Text books in private schools were shared in the ratio 1:3. However, Parents bought a lot of supplementary books. Boarding facilities were available for standard 4 – 8 of which it is compulsory for standard 7 and 8 pupils to board. There were electricity, computers, photocopiers and library. There were cupboards for storage of books in their classes and in the staff room. Most of the schools had science room and social studies rooms with a lot of learning materials. Playgrounds were available but not spacious enough. Most private schools had television sets and videos which are used for instructions i.e. recording information and photos used. Luchali (2007) observed that in schools that have inadequate books and classes, achievement of learners is bound to be poor. The same view is shared by shahida (2008).

The *t*-test was conducted to explore the difference in teaching and learning resources between private and public primary schools as shown in (Table 52).

Table 52
Group Statistics on teaching and learning resources on performance in private and public primary schools

	School Status	N	Mean	Std. Deviation	Std. Error Mean
Resources	Public	124	3.4866	.53024	.04762
	Private	27	3.3951	.61350	.11807

Source: Field data, 2014

The teaching and learning resources mean of public school was 3.49 compared to private school (3.40). There was no statistically significant difference between teaching and learning resources in private and public primary schools in Kaptagat Ward are not likely due to chance and are probably due to the IV manipulation. The results confirmed that there was no significant influence of teaching and learning resources in private and public primary schools as shown in Table 53. These indicated that teaching and learning resources does not influence performance in private and public primary schools ($p > 0.05$) this means that H_0 was accepted.

Table 53
Independent Samples Test on teaching and learning resources on performance in private and public primary schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Resources	Equal variances assumed	1.191	.277	.790	149	.431	.09150	.11589	-.13750	.32049
	Equal variances not assumed			.719	34.950	.477	.09150	.12731	-.16697	.34996

Source: Field data, 2014

These findings showed that the teaching and learning resources in both private and public schools were all equal. Gitogo (2006) attributes the improved national performance index in KCPE examination to the government initiative in the provision of infrastructural materials to schools after the introduction of FPE. The finding also agrees with Oluka and Okurot (2007) who found out in their study that, in schools where material resources were improved, the pupils' scores improved tremendously.

Since the effects in teaching and learning resources were found not to be significant, it implied that the means do not differ more than would be expected by chance alone and despite reaching statistical significance, the actual difference in mean scores between private and public primary schools was large. The findings agreed with Gitogo (2006) that school buildings, classrooms that comfortably accommodate reasonable class size, enough desks to seat all children, clean running water and toilets are important determinants of the quality of schooling. Improving these facilities therefore, has been found to result into significant benefit in students' learning. Unequal

supply and provision of these facilities would negatively affect the academic performance of learners.

According to a report by KNUT (2006), many schools observed did not have adequate physical facilities for learning. The areas that were frequently observed and reported as lacking in terms of physical facilities included classroom, playground, furniture, workshop and other equipments. The findings agreed with Reche, Bundi, Riungu and Mbugua (2012), that the adequacy and use of teaching and learning materials affects the effectiveness of a teacher's lesson.

4.7 Influence of Teacher Characteristics on KCPE Performance in primary schools

The fourth objective of the study was to establish the influence of teacher characteristics on KCPE performance in public and private primary schools. The teacher's view on the influence of teacher characteristics on KCPE performance in public and private primary schools was sought using questionnaires. The results of the findings are presented in the following sections.

Teachers are well remunerated and this influence KCPE performance

On whether teachers are well remunerated, 68(54.9%) of the teachers in public school and 15 (55.5%) in private schools disagreed as shown in Table 54. However, 54 (43.5%) of teachers in public schools and 12 (44.4%) in private school agreed, with 1(.6%) in public undecided that teachers are well remunerated. These were supported by an average mean score of 2.93 for private school and 2.85 for public school.

Table 54

Teachers are well remunerated and this has influence KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	26(21.0%)	42(33.9%)	2(1.6%)	33(26.6%)	21(16.9%)	124(100%)	2.85	1.45
Private	7(25.9%)	8(29.6%)	0(0.0%)	4(14.8%)	8(29.6%)	27(100%)	2.93	1.66
Total	33(21.9%)	50(33.1%)	2(1.3%)	37(24.5%)	29(19.2%)	151(100%)	2.86	1.49

Source: Field data, 2014

This showed that teachers were not well remunerated in both private and public schools. This agrees with Ingwu and Ekefre (2006), Alderman (2004) and Ngada (2003) that teacher

motivation is a key to quality teaching and high standards of academic performance at all levels of education.

Teachers with higher academic and professional qualification have greater influence on KCPE performance than those with lower qualifications

On whether teachers with higher academic and professional qualification have greater influence on KCPE performance than those with lower qualifications, 66 (53.2%) of the teachers in public school and 14 (51.8%) in private schools disagreed as shown in Table 55. However, 48 (38.7%) of teachers in public schools and 8 (29.6%) in private school agreed, with 10 (8.1%) in public and 5(18.5%) in private undecided that teachers with higher academic and professional qualification have greater influence on KCPE performance than those with lower qualifications.

Table 55
Teachers with higher academic and professional qualification have greater influence on KCPE performance than those with lower qualifications

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
32 (25.8%)	34(27.4%)	10(8.1%)	34(27.4%)	14(11.3%)	124(100%)	2.71	1.40
8(29.6%)	6(22.2%)	5(18.5%)	3(11.1%)	5(18.5%)	27(100%)	2.67	1.49
40(26.5%)	40(26.5%)	15 (9.9%)	37(24.5%)	19(12.6%)	151(100%)	2.70	1.41

Source: Field data, 2014

This was supported by an average mean score of 2.93 for private school and 2.85 for public school. This showed that teachers who had higher academic and professional qualifications did not directly influence KCPE performance in both private and public schools. Goyal (2007) conducted a study in India which looked into teacher ineffectiveness./His study is similar to this study as it looked into salaries of teachers in public and private schools. The findings agree with Mbiti (2007) who asserted that paper qualification without proper work attributes cannot yield much in terms of work output.

Teachers committed to their work influence KCPE performance in the school

On the issue of teachers’ commitment to their work, 120 (96.8%) of the teachers in public schools and 27 (100%) in private schools agree as shown in Table 56. However, 4(3.2%) of teachers in public schools disagreed. Teachers’ commitment to their work had a greater influence on KCPE performance. This was supported by an average mean score of 4.89 for private school and 4.43 for public schools.

Table 56**Teachers committed their work and influenced KCPE performance in the school**

Type of school	Disagree	Agree	Strongly agree	Total	Mean	Std deviation
Public	4(3.2%)	59(47.6%)	61(49.2%)	124(100%)	4.43	0.66
Private	0(0.0%)	3(11.1%)	24(88.9%)	27(100%)	4.89	0.32
Total	4(2.6%)	62(41.1%)	85(56.3%)	151(100%)	4.51	0.64

Source: Field data, 2014

This showed that teachers were more committed to their work in private compared to public schools hence the differences in KCPE performances between the two categories of schools. Roche *et al* (2012) in their study on factors contributing to poor performance in KCPE in public day primary schools pointed out that good performance is as a result of high commitment levels by teachers.

From the head teachers' interview schedule, most teachers in private schools were punctual as they arrived as early as 6.30am and left at 6.00pm. Those attending preps left at 9.00pm. These findings agree with Reche *et al.*, (2012), who pointed out that good performance, is as a result of high commitment levels by the teachers. Teachers who lacked enthusiasm were unable to teach effectively making pupils not to learn well. This could be a contributing factor to poor performance by the pupils in KCPE examination. It was noted that there was lack of commitment by most teachers in public schools. Punctuality was a challenge to most of them because they arrived past 8.00am and left school not later than 4.00pm. However, in private schools, head teachers pointed out that teachers were committed to their work and rarely absented themselves from school.

Frequent absenteeism of teachers in the school affects KCPE performance

On whether there was frequent absenteeism of teachers, Table 57 shows that 103 (83.1%) of the teachers in public school and 24(88.9%) in private schools agreed. However, 21(16.9%) of teachers in public schools and 3 (11.1%) disagreed. This was supported by an average mean score of 4.33 for private school and 3.93 for public school.

Table 57**Frequent absenteeism of teachers in the school affects KCPE performance**

Type of school	Strongly disagree	Disagree	Agree	Strongly agree	Total	Mean	Std dev
Public	14 (11.3%)	7(5.6%)	56(45.2%)	47(37.9%)	124(100%)	3.93	1.28
Private	3(11.1%)	0(0.0%)	6(22.2%)	18(66.7%)	27(100%)	4.33	1.27
Total	17(11.3%)	7(4.6%)	62(41.1%)	65(43.0%)	151(100%)	4.00	1.28

Source: Field data, 2014

This showed that teachers were frequently absent in public than private schools. This finding concurs with Okyerefo *et al* (2011) in a study they did in Ghana which revealed that teachers in public school leaves their classrooms at will without attending to their duties because of lack of sufficient supervision.

Teachers work under close supervision by the head teacher in the school

On whether teachers in school work under close supervision by the head teacher, Table 58 shows that 84 (67.9%) of the teachers in public school and 14 (51.8%) in private schools disagreed. However, 33 (26.6%) of teachers in public and 11 (40.7%) in private schools agreed that head teacher conducted close supervision.

Table 58**Teachers work under close supervision by the head teacher in the school**

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	37(29.8%)	47(37.9%)	7(5.6%)	22(17.7%)	11(8.9%)	124(100%)	2.38	1.32
Private	11(40.7%)	3(11.1%)	2(7.4%)	6(22.2%)	5(18.5%)	27(100%)	2.67	1.64
Total	48(31.8%)	50(33.1%)	9(6.0%)	28(18.5%)	16(10.6%)	151(100%)	2.43	1.38

Source: Field data, 2014

This was supported by an average mean score of 2.67 for private school and 2.38 for public school. Levin *et al.*, (2008) observed that the reason why some schools achieved better than others was the fact that the head teachers of achieving schools take more time to supervise instruction as compared to schools where performance is poor. This showed that school work was done under close supervision by the head teacher in private than public schools. Teachers in private schools respect the authority and one another. They adhere to school routine and attend to their lessons without supervision.

Teacher self-driven indirectly affects the performance of pupils KCPE performance

During the study most of the teachers in public 94 (75.8%) and 25 (92.6%) in private schools agreed that the teachers were self-driven as summarized in Table 59. However, 23 (18.5%) teachers in public disagreed, while 7.4% in private and 5.6% in public school were undecided that the teachers were self-driven. This showed that teachers were more self-driven in private school (4.56) as compared to (3.84) in public schools.

Table 59

Teacher self-driven indirectly affects the performance of pupils KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	7(5.6%)	16(12.9%)	7(5.6%)	54(43.5%)	40(32.3%)	124(100%)	3.84	1.18
Private	0(0.0%)	0(0.0%)	2(7.4%)	8(29.6%)	17(63.0%)	27(100%)	4.56	0.64
Total	7(4.6%)	16(10.6%)	9(6.0%)	62(41.1%)	57(37.7%)	151(100%)	3.97	1.13

Source: Field data, 2014

This contributed to varying performance in private and public schools. Some of the teachers in public school were self-driven but require close supervision to work as compared to those from private school. From the headteachers interview, teachers in public school felt overworked due to shortage of teaching staff. Some of them were supportive to the administration and team work was fairly done. However, some teachers were negative to the administration through their criticism all the time. In private school, the head teachers interviewed remarked positively about their teachers.

Teachers are satisfied and happy with their work hence influence KCPE performance

Table 60 shows that most of the teachers in public 98 (79%) and 19 (70.4%) in private schools agreed that the teachers were satisfied and happy with their work as summarized in Table 60.

Table 60

Teachers are satisfied and happy with their work and this has influenced KCPE performance

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	3(2.4%)	19(15.3%)	4(3.2%)	44(35.5%)	54(43.5%)	124(100%)	4.02	1.14
Private	2(7.4%)	2(7.4%)	4(14.8%)	4(14.8%)	15(55.6%)	27(100%)	4.04	1.32
Total	5(3.3%)	21(13.9%)	8(5.3%)	48(31.8%)	69(45.7%)	151(100%)	4.03	1.17

Source: Field data, 2014

However, 22 (17.7%) teachers in public and 7.4% in private schools disagreed, while 14.8% in private and 3.2% in public school were undecided if they were satisfied and happy with their work. This showed that teacher in private school were more satisfied and happy with their work (4.04) as compared to (4.02) in public schools. This contributed to the varying performance in both private and public schools. Results show that highly motivated academic staffs are more satisfied and productive in their job than are poorly motivated ones. This finding is in line with Broussard & Garrison (2004) and Skinner (2006) who argued that teachers (academic staff) who do not feel supported with these factors are less motivated to do their best in the classroom.

Teachers conduct evaluation of students' using their CATs results which has an indirect influence on KCPE performance

On whether teachers conducted evaluation of students' using CATs, most of the teachers in public 106 (85.5%) and 24 (88.9%) in private schools agreed that the teachers conducted evaluations using continuous assessment as summarized in Table 61. However, 12 (9.6%) teachers in public and 11.1% in private schools disagreed, while 4.8% in public school were undecided whether the teachers conduct evaluation of students' using CATs results. This showed that most of the teachers in private schools conduct evaluation of students' using CATs (4.33) as compared to (3.95) in public schools.

Table 61

Teachers conduct evaluation of students' CATs results

Type of school	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std Dev.
Public	5(4.0%)	7(5.6%)	6(4.8%)	77(62.1%)	29(23.4%)	124(100%)	3.95	0.94
Private	2(7.4%)	1(3.7%)	0(0.0%)	7(25.9%)	17(63.0%)	27(100%)	4.33	1.18
Total	7(4.6%)	8(5.3%)	6(4.0%)	84(55.6%)	46(30.5%)	151(100%)	4.02	0.99

Source: Field data, 2014

This contributed to the varying performance in private compared to public schools. From the head teachers' interview, private schools administered up to about 15 to 17 exams per term to examination class compared to only 5 to 7 exams in public schools. Similar observation is given by MOEST (2003) which points out that private schools are popular with the practice of giving the learners very many K.C.P.E model exams which are thoroughly revised.

Set target for KCPE performance

On whether teachers set their targets, most of them in public 118 (95.1%) and 25 (92.6%) in private schools agreed that they set targets for KCPE performance. However, 2 (1.6%) teachers in public and 7.4% in private schools disagreed, while 3.2% in public school were undecided whether they set targets for KCPE performance. This showed that most of the teachers in private school set targets for KCPE performance (4.56) as compared to (4.47) in public schools as summarized in Table 62. This contributed slightly to the varying performance in private as compared to public schools.

Table 62
Set target for KCPE performance

Type of school	Disagree	Undecided	Agree	Strongly agree	Total	Mean	Std dev
Public	2(1.6%)	4(3.2%)	50(40.3%)	68(54.8%)	124(100%)	4.47	0.71
Private	2(7.4%)	0(0.0%)	4(14.8%)	21(77.8%)	27(100%)	4.56	1.09
Total	4(2.6%)	4(2.6%)	54(35.8%)	89(58.9%)	151(100%)	4.48	0.79

Source: Field data, 2014

These findings agree with the views of Feng and Sass (2008) who observed that teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. Given the central role of teacher quality in determining student achievement, there is growing concern over the impact of teacher job change on both the overall level of teacher quality and the distribution of teacher quality across schools. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization.

From interview schedule results the headteachers opinion on the impact of teacher characteristic on the performance of KCPE were sought. The public school headteachers identified that teachers were friendly to the children. There is lack of commitment in most teachers. Punctuality was the problem to most teachers they arrive past 8.00am and leave not later than 4.00pm. Some teachers were punctual and committed. Motivation of teachers was low in the school, since there was no lunch offered and most of them walk for long distances. Some of the teachers were self-driven but require close supervision to work. This finding lend credence to the findings of Osakwe (2003), Alderman (2004), and Aguba (2009) which say that, irrespective of gender, teachers (academic staff) are more productive, satisfied with their job and healthier physically,

emotionally, socially, and academically when motivated. They noted that a conducive school climate and job security influence teachers (academic staff) dedication to their job.

Teachers feel overworked due to shortage of teaching staff. Some teachers are supportive to the administration and team work was fairly done. Some teachers were negative to the administration through their criticism all the time teacher's domestic problems influence their programmes in schools for some of them. Some teachers are drunkards leading to laxity among teachers in schools. Poor relationship between headteacher and deputy headteacher was also identified.

The private school headteachers identified that teachers were committed with no absenteeism. Punctuality was a must for all teachers and arrives as early as 6.30am and leave at 6.00pm. those attending preps leave at 9.00pm at night. Most teachers come from within the school. The teachers in private schools were self-drive, highly motivated and receive cash award for good performance after every exam, go for field trips every year. There were free meals in private schools in schools, love what they do and friendly to the pupils. Teachers in private schools respect the authority and to one another, adhere to school routine. All lessons are attended by teachers without supervision and most of the teachers are young. This agrees with Bennell (2004) that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes.

Overall teacher Characteristics score

During the study the nine statements used to establish the teacher characteristics were computed to determine the average mean score. This was ascertained using the descriptive statistics such as mean, standard deviation and standard error as established in Table 63.

Table 63
Overall teacher Characteristics score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Public	124	3.6192	.51538	.04628	3.5276	3.7108
Private	27	3.8848	.48185	.09273	3.6942	4.0754
Total	151	3.6667	.51815	.04217	3.5834	3.7500

Source: Field data, 2014

These findings showed that the mean score for private school (3.88) was higher than that of public schools (3.62). From the results in Table 63, there's an indication that the teacher characteristics score in private schools was more compared to that in public schools. This may contribute to the differences in performance in both public and private schools. Highly motivated teachers contribute significantly to academic achievements of students. This view agrees with Mosata (2012) on standard daily newspaper where the chairman of the board of governors of Maranda School (one of the best performing schools in (KCSE 2012 examination) said that, one of the factors that contributed to sterling performance in the school was motivation of teachers. Okyerefo *et al.*, (2011) states that, lack of motivation and professional commitment to work by teachers, leads to poor attendance and unprofessional attitudes towards pupils by the teachers, which in turn affect the performance of the pupils academically.

The *t*-test was conducted to explore the difference in teacher characteristics between private and public primary schools as shown in Table 64. To determine variation on the teacher characteristics in private and public primary schools independent samples *t*-test.

Table 64
Group Statistics on influence in Teacher characteristics on performance in private and public primary schools

	School Status	N	Mean	Std. Deviation	Std. Error Mean
Teacher characteristics	Public	124	3.6192	.51538	.04628
	Private	27	3.8848	.48185	.09273

Source: Field data, 2014

The instruction practices showed that there was a variation in the mean of private school as compared to (3.89 ± 0.482), that of public school (3.62± 0.515). From the Group Statistics in Table 65, private schools had higher of teacher characteristics compared to public school. This study found that public schools had statistically significantly lower instruction practices on KCPE performance compared to after a private schools $t(149) = -2.45, p = 0.015$. The group means indicates that there was a significant influence of teacher characteristics on public and private school because the value in the Sig. (2-tailed) was less than 0.05.

Table 65
Independent Samples Test on influence in Teacher characteristics

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference Lower Upper	
Teacher characteristics	Equal variances assumed	.032	.858	-2.454	149	.015	-.26560	.10824	-.47949	-.05171
	Equal variances not assumed			-2.563	40.042	.014	-.26560	.10364	-.47505	-.05614

Source: Field data, 2014

Results indicate that the teacher characteristics ($p=0.15$) was statistically different between the mean of public and private schools. Frequency of absenteeism among teachers has been shown by research to be one of the teacher factors that lead to lower output of work by the pupils. Reche *et al* (2012) pointed out that when teachers absent themselves from school, pupils go unattended and do not do well in examination. Goyal (2007) argues that teacher ineffectiveness is a major cause of poor performance. Since the effects in teacher characteristics were found to be significant, it implies that the means differ more than would be expected by chance alone and despite reaching statistical significance, the actual difference in mean scores between the private and public primary schools was quite small.

Teachers were employed on contract basis so they work hard so that the contract may be renewed and school sets targets and teachers worked hard to achieve those targets. Motivation of teachers in private schools is objectively done to enhance good performance. Parents in private schools are cooperative and very keen on performance of their children but not so in public schools. Enough teachers are employed in private schools unlike public schools where they experience shortage. This agrees with scholars like Chabari (2010) and Smollin (2011) who outline the causes of teacher transfer in schools to include: poor working conditions, testing pressure in an attempt to raise the students' scores which causes teachers to experience more stress and less job satisfaction; low wages that cannot sustain the teacher and meet other basic needs; job insecurity or threats of layoffs which contribute to teachers anxiety, pursuit of greener pastures and burn out.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary on the study's principal findings, conclusions drawn, their practical implication, recommendations and suggestions for further study. These are based on the findings in chapter four and also on the literature review.

5.2 Summary of Findings

The summary of the findings were done with respect to the objectives of the study as well as the research questions.

5.2.1 Influence of supervisory techniques on KCPE performance in public and private primary schools

The first objective of the study was to establish the influence of supervisory techniques on KCPE performance in public and private primary schools. From the study there was difference in supervisory techniques between public and private schools. The Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultations before making decision, competence, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. Apparently, the magnitude varied between private and public schools. The findings showed that the mean score for private schools (4.40) was higher than that of public schools (3.76). Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved. There was a significant influence of supervisory techniques between private and public primary schools. The supervisory techniques in both private and public schools were not equal and supervision is one of the critical factors that influence academic performance.

5.2.2 Influence of school Instructional Practices on KCPE performance in public and private primary schools

The second objective of the study was to establish the influence of instructional practices on KCPE performance in public and private primary schools. From the study there was no significant difference on the use of learner-centered methods of teaching by teachers, continued practice of teacher-centered methods of teaching, pupils in the school working in groups and teachers' heavy reliance on textbooks during instruction which negatively influence KCPE performance. There was significant difference on good mastery of instructional language by pupils in the school, English being used as a medium of instruction, individualized instruction given to pupils, active involvement of pupils in practical lessons and pupils being given homework on daily basis. The findings showed that the mean score for private school (4.13) was higher than that of public schools (3.60). From the results it indicated that instructional practices adopted in private schools were more efficient and effective in teaching and learning compared to those in public schools. This may contribute to the differences in KCPE performance in both categories of schools. There was a statistically significant influence $p < .05$ in instructional practices between private and public primary schools. This indicated that there was difference between the performances in KCPE performance.

5.2.3 Influence of teaching and learning resources on KCPE performance in private and public primary schools

The third objective of the study was to establish the how teaching and learning resources influence KCPE performance in public and private primary schools. From these results there was no difference in teaching and learning resources between public and private schools. The teaching and learning resources that were significantly different between public and private schools included; making use of the facilities in the laboratory for teaching, school providing free Exercise Books and use of excursions/field trips in teaching. The teaching and learning resources that were not significantly different between public and private schools included; provision of text books, adequate library books, making use of the teacher's guide in teaching, provision of charts, wall drawings, computer room and other related learning aids in teaching in order to improve pupils' performance. The findings showed that the mean score for private school (3.4) was lower than that of public schools (4.9).

From the results it indicated that the teaching and learning resources used in public schools were more compared to those in private schools. This may not contribute to the differences in performance in both public and private schools. There was no significant influence ($p > .05$) of teaching and learning resources between private and public primary schools. The inadequate supply and provision of these facilities would negate or affect negatively the academic performance of learners.

5.2.4 Influence of teacher characteristics on KCPE performance in primary schools.

The fourth objective of the study was to establish the influence of teacher characteristics on KCPE performance in public and private primary schools. From the study there was significant difference between private and public schools on commitment to their work and teachers being self-driven. There was no significant difference on well remuneration, working under close supervision by the head teacher, frequent absenteeism of teachers, work satisfaction, conducting evaluation of students using CATs and setting target for KCPE performance. From the study, most of the teachers disagreed that teachers with higher academic and professional qualification had greater influence on KCPE performance than those of lower qualification. The findings showed that the mean score for private school (3.88) was higher than that of public schools (3.62). From the results it indicated that teacher characteristics scores in private schools were more compared to those in public schools.

There was a significant influence of teacher characteristics between private and public primary schools. This indicated that there was much difference between the two categories of schools. Proper time management is done in private schools more effectively than in public schools. Parents of private school pupils were noted to be more cooperative and keen on performance of their children but not so for parents of public school pupils.

The performance of KCPE in private schools had increased steadily from 2009 to 2013 compared to that of public schools. The highest mean score of private school was 343.03 obtained in 2013 compared to 245.46 in public school. The performance of KCPE showed that there was variation in the type of school. The private school scores vary much more than the public school scores. This means that the variability in the type of school on KCPE performance was significantly different for the years 2009-2013. The performance in KCPE 2009-2013

($p < 0.05$) indicated that there was a statistically significant difference between public and private school performance.

5.3 Conclusions

The supervisory techniques between public and private schools varied. The Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultation before making decision, competence, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved.

The instruction practices adopted in private schools were more efficient and effective in teaching and learning compared to those practiced in public schools. These may contribute to the differences in performance in both public and private schools.

The teaching and learning resources were significantly different between public and private schools only in the following areas; making use of the facilities in the laboratory for teaching, school providing free exercise books and use of the excursions/field trips in teaching. There was no statistically significant difference in teaching and learning resources between private and public primary schools. The unequal supply and provision of these facilities would negate or affect negatively the academic performance of learners.

There was a difference between private school and public school on teachers' commitment to their work and being self-driven. There was no significant difference on well remuneration working under close supervision of the head teacher, frequent absenteeism of teachers, work satisfaction, conducting evaluation of students using CATs and setting targets for KCPE performance.

The teacher's with higher academic and professional qualification had greater influence on KCPE performance than those of lower qualification. There was a significant difference in teacher characteristics between private and public primary schools. Proper time management was done in private schools unlike public schools. Parents in private schools were cooperative and keen on performance of their children but not so in public schools.

5.4 Recommendations of the study

From the findings of the study, the following recommendations are made:

- i. The head teachers should do random check on how pupils are being taught and use exam results to gauge teacher's performance.
- ii. There is need for public school head teachers to be present in school always to enhance instructional supervision.
- iii. There is need for periodic monitoring of the syllabus coverage in public schools by the head teachers and quality assurance officers.
- iv. The government should employ more male teachers in public primary schools.
- v. The government should establish motivational strategies aimed at awarding good performance in schools.

5.5 Suggestions for Further Studies

The research findings from this study have shown that supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics influenced KCPE performance in public and private primary schools. However the following studies should be carried out:

- i. The extent to which instructional time influence KCPE performance between public and private schools.
- ii. The extent to which home factors influence KCPE performance.
- iii. Similar studies should be carried out in other sub counties in Kenya to establish the extent supervisory techniques, teaching and learning resources, instructional practices and teacher characteristics influences KCPE performance in public and private primary schools.
- iv. The extent to which discipline influence KCPE performance in public and private primary schools.

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APPENDICES

Appendix I:

Interview Schedule for Headteachers

School status

1) In your own view how does your supervisory technique affect KCPE performance in your schools?

2) What are your views as the custodian of the school on how learning and instructional material affects KCPE performance in your schools?

3) Give your opinion on the Influence of school instructional practices on KCPE performance in your schools

4) Kindly give state the way you feel about the impact of teacher characteristic on the performance of KCPE

5). In your own opinion, what do you think brings about the difference in KCPE performance between public and private primary schools.

6. Teaching Experience

- | | |
|---------------|--------------------|
| 0-5 years | 6- 10 years |
| 11- 15 years | 21 – 15 years |
| 16 – 20 years | 21 – 25 years |
| 26 – 30 years | 30 years and above |

7. As a teacher in primary school, how often do you give homework to your learners?

- i. Regularly
- ii. Sometimes
- iii. Not at all

8. How often do you test your learner's academic achievements through examinations?

- i. Every week
- ii. Once a month
- iii. Once a term
- iv. Once a year

Other (specify) _____

9. Approximately what time do your teachers arrive at school in the morning?

- | | | |
|-------------------------|----------------------|-----------|
| Earlier than 7. O'clock | 7. O'clock | 8.O'clock |
| 9.O'clock | Later than 9.O'clock | |

10. Approximately what time do your teachers leave school in the evening?

- | | | | |
|------------------|------------|-----------|-----------|
| Earlier than 3pm | 3. O'clock | 4.O'clock | 5.O'clock |
| Later than 5 pm | | | |

PART B

1. To examine the influence of supervisory techniques on KCPE performance in public and private primary schools.

Rate the following statement by ticking in the box, to show the supervisory techniques employed in public and private primary school. **Key:** SA (Strongly Agree), A (Agreed,) U (Uncertain),SD(Strongly Disagree), D (Disagree

	Statement: Supervisory Techniques	SA	A	U	D	SD
i.	Head teacher's firmness has influence on KCPE performances in the school.					
ii.	The head teacher is friendly to teachers and pupils and this influences KCPE performance in the school.					
iii.	The head teacher consults widely before making decision and this influences KCPE performance in the school.					
iv.	The head teacher is competent and thus influences KCPE performances in the school.					
v.	The head teacher supports and encourages staff professional advancement and this contributes to achievement of improved KCPE performance in the school.					
vi.	The head teacher is knowledgeable and understands his/her duties well and hence influences KCPE performance in the school.					
vii.	There is proper supervision of teachers on time management in the school and this influences KCPE performance.					
viii.	The head teacher is always present in school and this influences KCPE performance in the school.					
ix.	There is effective supervision of curriculum implementation by the head teacher which has influences KCPE performance.					

2) Extent to which teaching and learning resources influence KCPE performance in private and public primary schools in Kaptagat Ward.

The following statements are about the teaching and learning Please rate them with respect to how Influence of KCPE performance in your school. Please tick the response which matches your opinion. *Key: SD- Strongly disagree, D- Disagree, U-undecided, A- Agree, SA- Strongly agree).*

		SA	A	U	D	SD
i.	My school provides me and my pupils with text Books which has aid in improving KCPE performance					
i	The school has adequate Library Books which I and my pupils use which in the long run improves their scores in KCPE					
i	The school provides free Exercise Books which has improve access of writing materials for the pupils, this has improved their scores in their final exams (KCPE)					
i	I make use of the facilities in the laboratory in teaching which has improved my pupils KCPE scores					
v	I make use of the computer room in teaching to improve my pupils performance in their final examination					
v	I make use of the teacher's guide in teaching which has seen the scores of my pupils go up					
v	I make use of the excursions/field trips in teaching which has improved KCPE performance					
v	My schools have provided me with charts, wall drawings and other related learning aids which have improved the performance of KCPE performance.					
i	I do prepare scheme of work which helps me in planning my teaching and hence my pupils scores in the final exams goes up.					

3) To establish the influence of school instructional practices on KCPE performance in primary schools.

- a) Rate the following statements about the instructional practices in public and private schools.

Statement : Instructional Practices	SA	A	U	D	SD
The use of learner-centered methods of teaching by teachers in school contributes to good performance in KCPE examination.					
Continued practice of teacher-centered methods of teaching by teachers in the school lead to poor KCPE performance.					
There is good mastery of instructional language by pupils in the school which influences KCPE performance.					
I use English as a medium of instruction and this has an influence in the scores of KCPE.					
Pupils in the school work in groups and this enhances better performance in KCPE examination.					
Heavy reliance on textbooks by teachers during instruction negatively influences KCPE performance in the school.					
There is individualized instructions given to pupils in the school contribute to better KCPE performance.					
Active involvement of pupils in practical lessons improves KCPE performance in the school.					
Pupils are given homework on daily basis and this improves achievement in KCPE performance.					

Appendix III: Reliability

Cronbach's Alpha if Item Deleted					
Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	40.2000	169.200	0.954	.	0.963
Q2	40.6000	169.300	0.879	.	0.964
Q3	40.8000	177.200	0.938	.	0.963
Q5	41.4000	190.300	0.673	.	0.967
Q6	40.8000	177.200	0.938	.	0.963
Q7	41.0000	178.000	0.838	.	0.964
Q8	39.4000	172.800	0.861	.	0.964
Q9	41.2000	186.200	0.823	.	0.965
Q10	39.0000	181.000	0.706	.	0.966
Q11	41.2000	186.200	0.823	.	0.965
Q12	41.0000	185.500	0.871	.	0.965
Q13	41.2000	186.200	0.823	.	0.965
Q14	39.2000	172.700	0.689	.	0.968
Q15	40.2000	186.200	0.823	.	0.965
Q16	41.4000	190.300	0.673	.	0.967
Q17	40.8000	189.700	0.722	.	0.967
Q19	39.4000	172.800	0.861	.	0.964
Q20	40.4000	172.800	0.861	.	0.964
Q21	41.4000	190.300	0.673	.	0.967
Q22	38.8000	160.700	0.850	.	0.967

From this table we can see that removal of any question, except Q15, would result in a lower Cronbach's alpha. It is therefore wise to retain all the questions because if Q15 ALPHA increased removal of question Q15 would lead to a small improvement in Cronbach's alpha. However it is advisable that that this item is removed if all the options including critics from colleagues and supervisor is exhausted.

Reliability of the teacher's questionnaires

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.967	0.977	20

The result of the reliability measure for teachers was high: $\alpha=0.967$. All items contribute to the reliability and construct validity of the questionnaire. The evaluated questionnaire seems reliable and construct valid. The items measure the same underlying construct.

**Appendix IV:
University Research Request**

EGERTON

Tel: *Pilot:* 254-51-2217620
254-51-2217877
254-51-2217631
Dir. line/Fax: 254-51-2217847
Cell Phone
Extension: 3606



UNIVERSITY

P.O. Box 536 - 20115
Egerton, Njoro, Kenya
Email: bpgs@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR GRADUATE SCHOOL

Ref...EM13/00014/10

Date...2nd May, 2014.....

The Secretary,
National Council of Science and Technology,
P. O. Box 30623-00100,
NAIROBI.

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT – MR. DAVID KANDIE RONO
REG.NO EM13/00014/10**

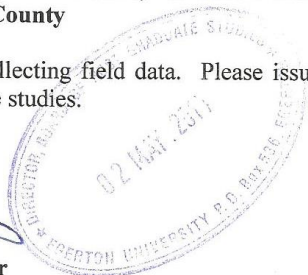
This is to introduce and confirm to you that the above named student is in the Department of Curriculum, Instruction & Educational Management, Faculty of Education & Community Studies, Egerton University.

He is a bonafide registered Masters student in this University. His research topic is entitled **“Influence of Selected Factors on Kenya Certificate of Primary Education Performance: A Comparative Study of Public and Private Schools in Kaptagat Division, Uasin Gishu County**

He is at the stage of collecting field data. Please issue him with a research permit to enable him undertake the studies.

Yours faithfully,

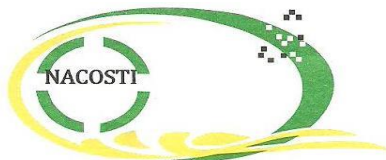

Prof. Michael A. Okiror
DIRECTOR, BOARD OF POSTGRADUATE STUDIES



MAO/cwk

*“Transforming Lives Through Quality Education”
Egerton University is ISO 9001:2008 Certified*

**Appendix V:
Research Authorization**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

3rd June, 2014

NACOSTI/P/14/4967/1832

Egerton University

P.o Box 536

Njoro

P.O.Box 3900-30100

ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Influence of selected factors on Kenya Certificate of Primary Education performance: A comparative study of public and private schools in Kaptagat Division, Uasin Gishu County,”*** I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **31st December, 2014.**

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

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

SAID Hussein
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

~~The County Commissioner
The County Director of Education
Uasin Gishu County.~~

Appendix VI: Research Permit

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A.1.63

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. DAVID KANDIE RONO
of Egerton University, Box 536 Njoro has been permitted to conduct research in Uasin-Gishu County

on the topic: INFLUENCE OF SELECTED FACTORS ON KENYA CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE SCHOOLS IN KAPTAGAT DIVISION, UASIN GISHU COUNTY

for the period ending:
31st December, 2014

Permit No.: NACOSTI/P/14/4967/1832
Date Of Issue : 3rd June, 2014
Fee Received : Ksh 1,000

Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation