# DETERMINANTS OF ACADEMIC ACHIEVEMENT: A CASE STUDY OF PUBLIC AND PRIVATE PRIMARY SCHOOLS IN SABOTI DIVISION OF TRANS-NZOIA WEST DISTRICT, KENYA.


**BY**

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## DECLARATION

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## DEDICATION

This thesis is dedicated to my beloved wife Janet, children Shamillah, Sheila, Sharon, Dan and Shereen.

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## ABSTRACT

The purpose of this study was to identify the determinants of academic achievement in public and private primary schools in Saboti division of Trans-Nzoia West District. The main objective was to determine the main causes of poor academic achievement in public and private primary schools in the division.

It was also aimed at suggesting solutions to persistent poor academic achievement in Kenya Certificate of Primary Education (KCPE) in public schools. The study has provided the background information and a better understanding of the determinants of academic achievement to educational planners, teachers, parents and all other educational stakeholders.The researcher was guided by the theoretical framework of Educational Production Function (EPF) which looks at the relationship between Educational inputs and outputs in the Input-Output model.

Data for the study was collected from four public and two private primary schools in the division with a total of 419 candidates out of the total of 1738 candidates in the whole division for the year 2007. Six Head teachers each from the selected schools participated in the study. Data was collected mainly by use of a questionnaire and document analysis.

The study used descriptive and inferential statistics Percentages, Chi-square and regressional analysis. Statistical Package of Social Sciences (SPSS) was used for analysis. The level of significance used was 0.05.From the findings it was found that there was no relationship between the institutional factors and the academic achievement. On the other hand there was a significant relationship between the teacher factors, pupil factors and parental factors with academic achievement in Saboti division. Based on the objectives and the background of study, it is evident that there is need to provide educational inputs which will translate into good academic achievement in both public and private primary schools. In Conclusion, it is the teacher, pupil and parental factors other than the institutional factors which largely determine academic achievement in a school.

## LIST OF ABBREVIATION AND ACRONYMS

| | |
|---|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| EFA | Education for All |
| EPF | Education production function |
| FPE | Free Primary Education |
| G.O.K | Government of Kenya |
| HIV | Human immune-Deficiency virus |
| KCPE | Kenya Certificate of primary Education |
| KNUT | Kenya National Union of Teachers |
| MDG's | Millennium Developments Goals |
| MOE | Ministry of Education |
| NARC | National Rainbow coalition |
| OLSR | Ordinary Least Square Regression |
| QASO's | Quality Assurance and Standards Officers |
| UNESCO | United Nations Educational scientific and cultural organization |
| UPE | Universal Primary Education |

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# CHAPTER ONE

## 1.0 Introduction

## 1.1 Background to the Study

Since independence in 1963, the government of Kenya has had a commitment to expand the education system to enable greater access to the population. This has been in response to a number of concerns, among them the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right to access basic welfare provisions, including education. Thus the government undertook the obligation to provide its citizens with the educational opportunity in order to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. In view of this the government has implemented the Free Primary Education (FPE), completed a review of the education sector and is finalizing an Education Sector Strategic Plan (ESSP) (Sessional Paper No. 1 of 2005). Through FPE, Primary School fees and levies were abolished thus significantly reducing the burden on households in financing primary education (Nyamute, 2006). However, the FPE program has encountered several challenges, thus affecting the academic achievement of the pupils. .

A major problem in primary schools in Kenya is educational wastage. This results from inefficiency in the management of educational systems. Dennison (1984) states that,

> *"In spite of the disparagement from many quarters, performance in public examinations is still the most reliable indicator of success or failure of schools in their primary function of educating children in the elements of literacy, numeracy and some knowledge and understanding of our intellectual heritage".*

The concept of efficiency as applied to educational achievements combines both qualitative and quantitative variables and relates inputs to outputs.

The output of an educational system is mainly, concerned with the cognitive achievements and attitudes of the pupils. Internal efficiency according to Bray (1981) includes the "progress rate through the system" and "the progress rate in final examinations".

Efficiency, according to Entwistle (1994) refers to a comparison of inputs and their related outputs. A more efficient system obtains more output for a given set of resource inputs or achieves comparable levels of output for fewer inputs, other things being equal.

Educational effectiveness is concerned with whether or not a specific set of resources has a positive effect on achievement and if so, how large this effect is. The inputs of education include both material and non material resources, with the latter term used to encompass pedagogical practices and the organizational structure of schools and school systems, as well as such items as teacher time and ability. Material inputs include textbooks, instructional materials, desks and classrooms.

At primary level, standardized texts provide good indicators regarding student attainment of principal educational objectives: functional literacy and numeracy (Lockheed and Verspoor 1991).Educational administrators, policy makers, and researchers must each be able to separate the influences of the different inputs to the educational process in order to judge their effectiveness.

For example, well-educated parents are likely to provide tuition and learning at home and also send their children to schools having more resources and better trained teachers.

Similarly illiterate parents are likely to send their children to schools having few material resources and poorly educated teacher.

The Government has committed itself to the recommendations made by the delegates attending the national conference on Education and Training held between, 27th and 29th November 2004, to develop sector policies and implementation strategies that will ensure the provision of relevant and quality education and training to Kenyans (Sessional paper No 1 of 2005).

The policy of Kenya government to achieve Universal Primary Education (UPE) has to be seen within the wider international context. The Universal Declaration of Human Rights, adopted in 1948, states that *"everyone has a right to education"*.

The world conference on Education for all (EFA) held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education. It noted,

> *"That to serve the basic needs for all, requires more than a commitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems while building on the best in the practices".*
> (Nyamute,2006).

Although it is very costly for a country to provide Free Primary Education (FPE) to all its school going children, it is a worthwhile investment because human capital capacity building is the basis for any country's long-term economic development.

According to the Kenya Government's Sessional paper N0.1 of 2005 (on policy Framework for Education, Training and Research), the national policy on primary educational was to achieve UPE by 2005, as part of strategy towards attaining the overall EFA goal by 2015 (under the Millennium Development Goals- MDGs). Attaining UPE will ensure that all Kenyan children eligible for primary schooling have opportunity to enroll and remain in school, to learn and acquire quality basic education and skills training. In pursuit of this policy objective, the government introduced FPE in January 2003, which resulted in an increased enrolment of children, from 6.1 million in 2002 to 7.2 million in formal schools (both public and private) by the end of 2003. This is an increase of 17.6%. Another 300,000 primary school- age children were enrolled in non-formal learning centers. The increase in public schools alone was 15.7% over the same period of time. However, the FPE program has encountered several challenges, thus affecting the performance of the pupils. This has been seen from the recent trends in the primary leaving examination results, with a decline of pupils, performance in public schools compared to private schools.

Governments, policymakers, and civil society have emphasized that developing countries need to invest more in education. This is to ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost recovery measures are adopted (GOK, 1996, 1997, inter agency commission 1990, UNESCO, 1996, World Bank, 1988, 1996).

Despite heavy investment in primary education, enrolment at various levels of education is characterized by regional and gender disparities. Similarly the quality and relevance of education have been questioned. Equally, the education system experiences high wastage as a result of repetition and drop- out rates (Abagi, 1997a, 1997b; GOK, 1995; 1996; MOE, 1996).The high wastage brought about by the poor academic achievement in public primary schools in Saboti division compared to private ones have prompted this study.

### 1.2 Statement of the Problem

Public primary schools in Saboti Division have experienced poor academic achievements for many years as compared to private primary schools in the same area. From the 2007 Divisional mock results, seven out of top ten primary schools are private (Appendix i )This situation is appalling since education is an investment which takes an increasing share of national budget in public schools. An investment is considered a profitable use of resources for the individual or for the society as a whole when the expected benefits exceed its costs. The fact that the average rate of return in developing countries, Kenya included is considerably higher for primary education, than for secondary, or higher education suggests that top priority, should be given to primary education as a form of investments in human resources. Since parents have known the benefits of quality education, they would want to take their children to schools which excel in Kenya Certificate of Primary Education (KCPE). In Kenya pupils' academic achievement in national examinations is said to be generally associated with the type of school that one enters and the socio-economic status of his family.

Pupils from private primary schools have gained entry into the best staffed, well equipped secondary schools in large numbers. This has enabled the pupils to gain access to tertiary education and more remunerative jobs. Other schools have hardly taken a pupil to a government secondary school. Instead, a majority of their pupils have tended to be marginalized into poorly equipped and badly administered secondary schools. These pupils end up performing poorly and finally join manual jobs. The colossal amount of money spent by the government should provide quality education and yet this is not the case. The reasons why these happen have not been investigated. The reasons why there is a disparity between the achievement of pupils in private schools and those in public schools have not been adequately studied in Kenya. This was critical because policy makers need to devise measures to ensure that public schools perform as well as the private ones. The study will try to unveil these causes.

In the Kenya Certificate of primary Education (KCPE) 2006, the best three primary schools in Saboti division were privately owned with a mean score of 298 and above. The poor academic achievement of public primary schools in Saboti Division necessitates the identification of determinants (inputs) prevalent in private schools which make them perform better than the public primary schools thus the need for this study. Appendix i shows the merit list of Saboti Divisional Mock results 2007. From the table obtained from the Divisional Education office Saboti, seven private primary schools took the first ten top positions in the mock results.

Private schools got a mean score of 312.54 (55%) while public schools had a mean score of 251.23 (44.6%) (Divisional Educational Office,Saboti 2007). This scenario showed the gap that exists between the private and public primary schools in the area.

From Appendix ii, the private primary schools achieved better mean score of 300.30 marks compared to public primary schools with a mean score of 243.32 marks. The two tables; Appendix i and Appendix ii from divisional mock and national examinations respectively show almost similar disparities. This study was intended to unearth the factors which were responsible for such disparities in order to achieve high academic standards in the division.

### 1.3 Purpose of the Study

The purpose of this study was to find out the determinants of academic achievement among public and private primary schools in Saboti division.

### 1.4 Specific Objectives

The objectives of this study were to:

a. Identify the institutional factors that determine academic achievement in Public and private primary schools in Saboti division.
b. Assess the teacher factors that influence academic achievement of pupils in public and private primary schools in Saboti division.
c. Identify the pupil characteristics responsible for low academic achievement in public and private primary schools in Saboti.

d. Make recommendations on how public and private primary schools may enhance the academic achievement of their pupils.

## 1.5 Research Questions

### 1.5.1 Major research question:

What are the determinants of academic achievement in public and private primary schools?

### 1.5.2 Subsidiary Questions

a) What school institutional factors are responsible for poor academic achievement in public and private schools?
b) What teacher factors contribute to poor academic achievement of pupils in public and private schools?
c) What pupil characteristics are responsible for poor academic achievement in public and private schools?
d) What are policy interventions that may enhance school academic achievement in public and private primary schools?

## 1.6 Hypotheses

**$HO_1$-** There is no statistically significant relationship between school institutional factors and academic achievement of pupils in public and private primary schools.

**$HA_1$-** There is a statistically significant relationship between the school institutional factors and academic achievement of pupils in public and private primary schools.

**$HO_2$-** There is no statistically significant relationship between the teacher factors and academic achievement of pupils in public and private primary schools.

**$HA_2$-** There is a statistically significant relationship between the teacher factors and academic achievement of pupils in public and private primary schools**.**

**$HO_3$-**There is no significant relationship between the pupil characteristics and academic achievement of pupils in public and private primary schools.

**$HA_3$**-There is a significant relationship between the pupil characteristics and academic achievement of pupils in public and private primary schools.

## 1.7 Significance of the Study

This study is significant in many ways to all the stakeholders involved in the provision and management of education in Kenya. It provides some input to the Ministry of Education to be used in policy formulation, management, educational planning and curriculum development to foster efficiency and quality deliverance. It will also be useful for education officers including the Quality Assurance and Standards Officers (QASO's) in inspection of schools.

School management committees and Head teachers will also require it for proper management and high academic achievement in their schools.

The parents and the community at large who form the major stakeholders need such recommendations to enable them make proper decisions as far as the education of their children is concerned.

### 1.8 Rationale and Justification of the Study

The study was prompted by poor academic achievement in public primary schools in Saboti Division inspite of the government providing funding to schools. From the available data, private primary schools have been performing better than public schools in the same division. From the national level, nothing illustrates the grim scenario better than the 2006 Kenya Certificate of Primary Education (KCPE). Out of the top 100 candidates nationally, only one was from a public primary school while the rest were from private schools.

Amid the falling standards, parents as well as education experts are now worried that education will soon remain a preserve of the rich, whose children go to private schools. The government has acknowledged that this year, 60 percent of the places in national secondary schools have been taken by pupils from rich private schools, who accounted for only 10 percent of the total KCPE candidates *(Ochieng, 2005*).

Following the development, alarm bells have been sounded. The government should urgently address the issues because with the current trend, good quality education will remain a preserve of the rich", Observed Mrs. Jenipher Otieno, a parent at Nairobi's Riruta Satellite primary school.

The significance of this study lies on the fact that despite massive investment in public primary schools, there persists poor academic performance in public schools compared to private primary schools.

This research compares the academic achievement in private and public schools, determine the variables which influence academic performance, and determine which improvements are needed in the public primary education. Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Government, policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost- recovery measures are adopted *(GOK, 1996, 1997; interagency commission, 1990, UNESCO, 1996, World Bank, 1988, 1996).*

### 1.9 Scope of the Research

The research was confined to public and private primary schools in Saboti Division of Trans-Nzoia West district. The Head teachers and Pupils provided the necessary data required for the study. The study also confined itself to institutional factors, teacher factors and pupil characteristics responsible for academic achievement. This is because these factors contribute most to the academic achievement of the pupils.

### 1.10 Limitations of the Study

a) This study covered only one division which may not provide adequate information on academic achievement for inferences on the country's education

system. However, due to limited time and financial resources available to the researcher, there was need to concentrate on the division alone. Additional information on the overall education system was collected from government publications.

b) The tools of research used, mainly the questionnaire and interview may pose another limitation in such a way that they may not be fully responded to. The questionnaire was designed in a structured way so as to provide responses within a given period of time.

c) Obtaining accurate secondary data on academic achievement may be difficult. However, the researcher limited the study on the latest examination results in the division.

d) The schools in the division are geographically far apart complicating the research. To address this limitation cluster and stratified sampling was used in the research.

### 1.11 Assumptions of the Study

The following assumptions were made:

i. That there was cooperation between the researcher and respondents

ii. That the respondents would read and understand the questionnaire.

iii. That record on academic achievement would be readily available.

iv. That the results of this research would be acceptable and form a basis for generalization on academic achievement to enable effective educational planning.

## 1.12 Theoretical Framework of the Study

The theoretical framework adopted in this study was that of Educational Production Function (EPF). The EPF is derived from the general production function which is used to explain the relationship between inputs and outputs of a firm. The EPF theory postulates that the educational outcomes are a function of a variety of inputs that are injected into the education process, that is a production process that uses scarce financial, physical and human resources in the production of educated people. The EPF theory assumes that the difference in quantities and qualities of school inputs are responsible for the variations in educational outcomes.

The model used in this study was:

### The Input-output Model

The general EPF is expressed as;

$A_i = f\{F_i(t), S_i(t), P_i(t), l_i(t)\}$ ..... (i)

Where i refer to the ith student; and (t) refers to an input.

A denotes educational output. Usually educational performance and input categories F, S, P and I represent family background characteristics and school age abilities respectively (Simmons 1980).

In assessing the educational outcomes the cumulative effects of all the input factors should be taken into account. This study however specifically investigated the effects of school inputs on pupil achievement. Taking pupil achievement in national examinations as dependent variable an equation is developed from the above equation.

$E = f(V_1, V_2, V_3, V_z)$ …… (ii)

Where;

E = Academic achievement

$V_1$=Institutional factors

$V_2$ = Teacher factors

$V_3$= Pupil characteristics

The EPF was used to develop a model for data analysis, that is

$DV_1=K+aV_2+bV_3+V_z$…… (iii)

Where a,b,c …… are coefficient estimates, K is the constant, DV1 is the dependent variable and $v_2$-$v_z$ independent variables such as teacher factors, pupil characteristics, and parental factors.

The output of the Education Production Function will show the level of achievement as measured by test scores of the pupils in national examinations.

Dependent variable is the academic achievement of pupils while the independent variables include: institutional factors, teacher factors pupil characteristics and parental factors. This theoretical framework is suitable for this research since it has both inputs and outputs of education.

### 1.13 Definition of key Operational Terms

**Academic achievement:** This is the performance achieved through providing test scores in examinations. In this study mean scores of divisional, district and national examinations was used.

**School institutional factors:** Teaching and learning materials, textbooks, availability of professional teachers, payment of school fees, in-service training, regular meetings, preparation and vetting of lesson notes, and availability of infrastructure and materials. These were measured by the use of frequencies, percentages and Chi-Square tests.

**Teacher factors:** Incidence of lateness to school, incidence of absenteeism, use of language in teaching, completion of syllabi, and interest in children understands of lesson and teacher work habit

**Pupil factors** : Age, distance to and from school, mode of transport, attendance of morning assembly, language used among pupils, assistance at home, breakfast .Responses were measured using frequencies, percentages, Chi-Square and regression analysis**.**

# CHAPTER TWO

## 2.0 LITERATURE REVIEW

### 2.1 History of public and private Education in Kenya:

The introduction of Free Primary Education (FPE) in Kenya has led to the deterioration of performance in public primary schools, formerly considered academic giants (Ochieng 2005). Although the government denies it, the hurried introduction of Free Primary Education (FPE) by the National Rainbow Coalition (NARC) in 2003 may have compromised quality standards in public schools.

Amid the falling standards, parents as well as education experts are now worried that education will soon remain the preserve of the rich, whose children go to private schools with highly qualified teachers and all the requisite facilities. The ministry of Education has acknowledged that 60 percent of the places in national secondary schools-the best in the country-have been taken by pupils from rich private schools who accounted for only 10 percent of the total Kenya Certificate of Primary Education (KCPE) candidates.

In its 2002 study titled The Business of Education: A look at Kenya's Private Education sector, the International Finance Corporation (IFC) – the private sector lending arm of the World Bank – says, "That in the 2001 secondary schools intake public primary schools in Nairobi sent Only 16 pupils or 11.5% to national schools while private schools sent 123 or 88.5% Free Primary Education was started to address this anomaly.

Following the development, alarm bells have been sounded.

> *"The government should urgently address the issue because with the current trend, good quality education will remain the preserve of the rich", observes Otieno,, a parent at Nairobi's Riruta Satellite Primary School. "Let us not burry our heads. Let us admit as Kenyans that we have a problem of accessibility.*
> *The children of the rich will continue to have access to quality education because the private schools that they attend employ graduate teachers while their counterparts in public schools are taught by both trained and untrained teachers", noted the G.O.K . (Retrieved on 1/5/2007 02:53:42* GMT).

This opinion may however not be true for all institutions in the country.

### 2.2 Teacher factors

"For the past two years, Nairobi's Olympic Primary School- a perennial leader in National examinations – has been out of limelight, thanks to the falling standards" noted. Namulundu Ruth, the schools headmistress. She attributed its poor performance to a host of problems bedeviling the institutions.

> *"Currently we have about 80 pupils in each class as opposed to 40 previously. The pupil-teacher ratio here is the highest-80:1. And the school has a shortage of 20 teachers", she lamented (Retrieved on 1/5/2007 02:53:42 GMT).*

The situation at Olympic is replicated in many other public primary schools countrywide and confirms the unpleasant reality that while Kenya struggles to achieve Education for all (EFA) goals, the quality of learning remains wanting for children attending publicly funded schools.

Several factors have generally been identified as causes of poor academic performance. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavourable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favourable conditions of service. Professional qualifications are important in education. The professional skill of the teacher "establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structures" (Farrant, 1980, p. 169). Professional competence often transforms into high quality of teaching with the expectation that this would influence the learning of pupils.

Education Watch, (2008) observed that although most of public schools' teachers have a stable salary courtesy of the Teachers Service Commission (TSC),their perks are not pegged on good performance, causing complacency, laxity and a don't care attitude among them. It has been pointed out that lack of follow-ups by the Ministry of Education and interference by trade union officials- makes it difficult for the government officials to enforce disciplinary measures against errant teachers who do not perform as per the laid down procedures. Those in public institutions, teachers in private schools are always with their employers who monitor every step of their work with great scrutiny. Those who accept to work in these institutions have to perform and there is no compromise.

*"You either perform as per the required standards or you are fired" says Lubang'a, a Head teacher at Jase Academy.*

Otieno (2009), asserted that a new report by the ministry of education in Kenya reveals weakness in lesson preparation, poor syllabus coverage and curriculum delivery in most public schools. The inspection report that blames perennial dismal academic performance in public schools on laxity, details failure by teachers to keep records of lesson taught. In the same report Kenya National Examination Council (KNEC) chief executive officer, Wasanga says teachers in private schools take their work more seriously.

**2.3 Institutional factors:**

Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, et al (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work. Another factor is motivation.

A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Young (1988) examined the job satisfaction of Californian public school teachers in USA and found that one of the overall job predictors was the salary one earned from it. Studies by Lockheed et al. (1991) indicated that lack of motivation and professional commitment produce poor attendance and professional attitudes towards students in which in turn affect the performance of

students academically. Managers of academies claim that the matter of performance purely lies on the teaching staff attitudes.

Fee payment currently is a problem in private primary schools only since Free Primary Education (FPE) was introduced by the government. This has made private schools a reserve for the wealthy in the society which goes against government plans of achieving equity in education. The policy of the government on primary education according to Sessional paper No. 1 of 2005 was to achieve universal primary education (UPE) by 2005. This was a key strategy towards attaining the overall goal of education for all (EFA) by 2015. Attaining UPE would ensure that all Kenyan children eligible for primary schooling have opportunity to enroll and remain in school, to learn and acquire quality basic education and skills training. In pursuit of this policy objective, the government introduced FPE in January 2003, which has resulted in an increased enrolment of children, from 5.9 million in 2002 to 7.2 million in formal public schools alone. Okumu, Joseph, the headmaster of Hawinga Primary School in Western Kenya, cites overstretched facilities as the cause of poor performance in public schools (Education Watch 2008).

> "*The numbers just cannot cope with the existing facilities. If this situation is allowed to continue, public schools will be no more", he lamented Abagi (1997).*

There is also a major shortage of desks and in some urban areas, children take lessons seated on the floor, while in some rural areas pupils learn under trees. Karuga,J, the headmaster of Nairobi Primary School, which produced the only top candidate from a public school, echoes Okumu's sentiments.

"The increase in the number of pupils has affected many public schools that lack the resources to match the changes", he observes. "The only way out is a complete overhaul of the entire education system", says Okwach Abagi, an education policy researcher and analyst (Retrieved on 1/5/2007 02:53:42 GMT).

During his recent visit to Kenya, the British Chancellor of the Exchequer Gordon Brown (currently the Prime Minister) had a chance to gauge the system, when he toured Olympic Primary School.

While praising the Kenyan government for introducing Free Primary Education he however noted that the challenges to the success of the system remained real, namely the strengthening of the existing infrastructure by building additional schools and training more teachers.

Education Watch (2008), in a news feature on KCPE: Why academies do better than public schools, highlighted views raised by various stakeholders in provision of primary education. Despite the timely move by the government to provide FPE that has seen a significant increase in the provision of both learning and teaching materials in public schools, the academic fortunes of these institutions still remain in the doldrums.

The move has led to high enrolment levels in primary schools, there have been complaints that the quality of education has in fact been diluted leading to a pathetic show in performance. Teachers and managers from the public schools complain that the FPE has compromised the standards of teaching in public schools.

"Large enrolments in schools have led to high pupil-teacher ratio, making it difficult for teachers to cope," says Education Watch. While the academies ratio stands at one teacher to 30 pupils, public schools' ratio has shot up from the previous 40 pupils per teacher to, in some schools 100 pupils per teacher. However, Managers of academies say the issue of ratios has nothing to do with performance and claim that the matter purely lies on the teaching staff attitudes.

The education situation in Kenya bears testimony to the findings of UNESCO's Education for All Global Monitoring Report: The quality imperative 2005. According to the report, 35 countries, 22 of them in sub-Saharan Africa, are very far from achieving the six Education for All (EFA) goals, five years after the Dakar Forum. That being the case, Kenya is not the only country dogged by impediments to the attainment of EFA goals. In Nigeria, experts argue that the Universal Basic Education (UBE) Programme, introduced in 1999 to provide compulsory and quality education at primary school and Junior secondary school levels, may collapse due to inadequate funding, lack of enough qualified teachers and poor infrastructure.

The Nigeria case mirrors a similar scenario in Malawi, where a combination of poor infrastructure, lack of trained teachers and the HIV/AIDS pandemic is hampering the country's quest to achieve quality education, while in Zambia, the government's failure to employ 9000 trained teachers has led to falling standards in primary schools.

Kinyanjui, Felistus an education researcher at Egerton University, says that private academies, many of which are boarding primary schools, excel in the KCPE and send most of their pupils to top national secondary schools (Wachira, 2009).

Statistics show boarding primary schools are doing far much better in comparison to any category of day primary schools. However, good performance in boarding schools is associated to discipline and systematic organization of their studies. According to Ayodo (2009), many parents are keen to send their children away to boarding schools early, irrespective of their quality. Maina Felistas is among the growing number of parents who have sent their children to primary boarding schools. The single parent enrolled her daughter in a boarding school after she got a job with a tour firm that involves a lot of travel. "Friends discouraged me from leaving her with the house-girl, ''Maina says.

Mixed schools bring together diverse capabilities of girls and boys in the same school. Evidence indicates that single sex schools improve girls' achievement in science and mathematics. According to UNESCO, girls in single-sex classrooms are engaged in learning more of the time, show more cooperative behavior and identify better with their female classmates than when they are in co-educational classes.

But whereas researches in classroom dynamics indicate there are no differences in what boys and girls can learn, experts say there are different ways to engage and teach girls as compared to boys. "Gender differences are crucial in learning," says UNESCO.

According to Chattopadhay (2009), an educational researcher at New York University and a leading expert on single-sex education, adolescent boys and girls are very sensitive to " looking foolish" in front of their opposite sex classmates.

"Single-sex learning can help students to focus and improve their academic achievements," he says. Subsequently, in single settings, girls are given the opportunity to learn new or traditionally male skills without teasing and competition of boys.

## 2.4 Environmental Factors

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. The Mathematics and the English language textbooks are the basic textbooks which are used in schools. They provide a common resource for widening general and specialist vocabulary. Exercises are often given and pupils use the textbooks to do their exercises and assignments. This enables the pupils to understand the lessons better and to check from their own performances if they have grasped what has been taught. Personal copies of set texts can be taken home by students for common homework tasks. This facilitates parental involvement in teaching and learning. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes.

Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement.

Churchill (1965) found a positive relationship between the location of a school and the student and teacher performance.

### 2.5 Parental Factors and Pupil Characteristics

Butler (1987) has found homework to be a correlate of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students.

Wambua (2008), observed that there was fear which has everything to do with the ordeal that is supervising school homework. "Gross parental irresponsibility,' "I have been listening to the minister for education speeches in hope that he will say something about massive parent re-education, in vain. If he doubts the enormity of this national tragedy, the minister should commission Steadman to ask Kenyan parents simple questions such as the Kiswahili terms for fifth, a sixth or eighth. See why I appear at my home at midnight or thereabouts?" Pupils expect their parents to be smart, all- knowing and powerful.

Wachira (2008) stated that, according to Anthony Somerset, an educational researcher at the institute of development studies, University of Nairobi, performance in Kenya Certificate of Primary Education (KCPE) is higher among candidates who regularly do their homework. Studies he carried on KCPE performance for many years showed the key to high achievement was directly related to the ability of pupils to learn. Such observations have also recently been confirmed by a report from the institute of education, University of London, where researchers examined the impact of homework in Europe, the United States, Australia and the Far East and Middle East. "We found that parents have the most positive influence when they offer moral support, but should only actually help with homework when their children specifically ask them to," said Sue Hallam, the principal researcher and author of the report.

Education Watch (2008) observed that private schools attributed their performance to the introduction of feeding arrangement which ensures equal access to food rations which is of paramount importance to the physical and mental development of pupils. Most pupils in public primary schools come from poor families where getting a meal is more of a privilege than a basic need. Many learners in public primary schools go without basic meals making concentration on their studies torturous. Such children if they don't drop out of school perform dismally.

Postlethwaite and Ross (1992) showed that in many countries; the more that the school teacher had contact with parents, the effective the school was in promoting academic performance of pupils.

Fox (1985),in Private schools and public issues, observed that academic advantage stands out as the single most important reason for choosing a private education. She added that academic success is essentially about getting examination results.

This common endorsement of the importance of academic results, shared by parents of varying backgrounds, could be constructed as a legitimate of a range of other principle long term goal of the parents, and by the same token of the schools, one needs to turn one's attention to the perceived means of achieving this.

In what ways can the private sector be said to facilitate academic success? Answers to this question, as seen through the eyes of the parents fall into three main categories: the nature of the teachers and what they can do for the children; the facilities at their disposal and the other children in the school.

According to Ayodo (2009), Research findings show that children guided in doing homework by parents performs better in class. Experts concur parents must be involved in the education of their children, especially in lower primary for better academic foundation. Latest studies published in the British Broadcasting Corporation website show that parents in Britain spend up to six hours a week taking their children through homework. The findings show that parents who give support early encourage children to develop positive attitudes to learning. The studies show parents will know the strengths and weaknesses of their children, and teachers would gain by having motivated learners and informed parents. Some local primary schools have adopted the global surveys and introduced diaries where parents attest by signing that their children have completed their homework.

Affected parents say their children's homework have made them leave work early to oversee the activity. Ayodo added that poverty keeps about 1.5 million pupils out of school,six years after the introduction of free primary education. The United Nations World Food Programme (WFP), which provided lunch to 1.2 million pupils in arid and semi arid areas and Nairobi slums in 2008, says one nutritious meal a day improved the concentration of pupils in class.

The Government with the assistance of the WFP launched school feeding programmes in 29 arid and semi-arid districts and two urban slums to keep pupils in class.

But parents at the sprawling Mathare slums confess they pulled their children out of classroom over hunger. Nyaoro who takes care of her eight children and six grandchildren in a one- roomed shack says,

> *"I cannot even manage a cup of porridge for breakfast for my children or githeri for supper something I used to do comfortably three months because of the increased cost of maize*".

Maseno University Head of Sociology and Anthropology Department Erick Nyambedha, says success of children does not wholly rely on teachers. He says parents must find time to be with their children after school.

Education has become a mirage for thousands of pupils as drought and famine sweep across the country Ombour, (2009). In North Eastern Province, where pasture for livestock and water sources have virtually disappeared, poor parents are unable to retain their children in boarding schools in vogue there because of the people's lifestyle. The parents cannot afford boarding fees charged on top of Government free schooling funds.

Dubat Ali Amey, chairman of pastoral Community Elders Forum says free primary education has flopped because of the absence of an endowment fund to cushion parents during hard times. He recommends that boarding schools in the region be made free.

> *"Day schools are not tenable here because we move from place to place in search of pasture and water, yet free schooling funds only cover expenses in day schools. It was implemented without pastoral communities in mind,"* he complains.

Amey is grateful that school feeding programmes in the region have continued uninterrupted, although the food- maize and beans- is not popular.

> "*The real problem is the high boarding school fees at a time when our animals are dying and we are starving,"* says Amey.

Across the river Tana in Eastern and Coast provinces, school feeding programmes have ceased to exist, forcing many pupils out of school.

In Kaiti District, the Education Officer in-charge of primary schools Maundu,P. says about 40 percent of pupils are out of school at the moment, courtesy of famine. The region with 157 primary schools benefited from a World Food Programme (WFP) funded feeding project from 2005 until December 2008. It was to be replaced with a homegrown alternative that is yet to be implemented. Children who should be in school roam the market centres and towns looking for casual jobs to earn money with which to buy food for themselves and their starving siblings.

In Mwingi District, the Education officer in-charge of primary programmes Aron Kyalo says pupils looking for food have flooded Mwingi town and other commercial centres. "It is a pity that the WFP suspended operations in traditionally food deficient locations.

We are lost for what to do as the famine relief from the government cannot sustain an average family even for a day," he says. He appeals to the government to step in and salvage the situation before teachers are left with only desks to teach.

Coastal areas and the precincts of Lake Victoria are not spared the raging famine; pupils have abandoned classrooms for fishing.

"Parents cannot stop their children from trying to make money if they are sleeping on empty stomachs," says an education official in Suba District.

The presences of all or some of the factors identified above may have resulted in the poor academic achievement of pupils in public primary schools in Saboti division. However, evidence of the availability of these factors as well as other factors need to be obtained through an empirical investigation. This study attempts to address this.

# CHAPTER THREE

## 3. 0 RESEARCH DESIGN AND METHODOLOGY

### 3.1. The Research Design.

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is also the conceptual structure within which research is conducted (Kothari, 2008).

The basic design used in this study was case study. The main concern of the study was to identify the determinants of academic achievement in public and private primary schools in Saboti division. These determinants were in terms of institutional factors, teacher factors, pupil and parental variables. These variables include availability of textbooks, regularity in school, teacher professional qualification, payment of school fees and provision of infrastructure, teaching and learning materials and children's basic needs as well as language use. This research involved a case study hence attempted to have an in-depth study on the determinants based on data collected from a sample of public and private primary schools and also a representative sample of standard eight candidates from randomly selected schools. It was expected that the data on identified determinants would provide some valuable information on public and private primary schools in Saboti division.

### 3.2 The Study Area

Saboti Division is one of the seven divisions in Trans-Nzoia District, Others are: Kwanza, Kiminini, Kaplamai, Endebess, Cherangany and Central. It is found on the South-western side of the district. The division covers an area of 299.2 $KM^2$ which comprises of five locations and six sub-locations (Trans-Nzoia District Development Plan 2002-2008). 29 public and 7 private Kenya Certificate of Primary Education (KCPE) schools with 1738 candidates in 2007 were studied.

The division is composed of large scale privately owned farms and concentration of the population is found around market centers which are dotted within the division. The majority of the population is poor due to small pieces of land they own and some are even landless after being displaced from the government forest at Kiboroa where they were settled as squatters. Schools were built through efforts by the poor communities who have managed to put up mainly temporary or mud-walled classrooms. Some of the pupils in the public schools attend classes under trees and even sit on stones. This scenario has continued for many years with pupils performing dismally in national examinations as compared with other divisions in the district. The issue of private primary schools is a recent phenomenon in the division. Its advent has all over sudden led to rise in academic achievement in the division. Right now Saboti division is the second best in performance in KCPE in the district compared to other divisions which previously superseded it. Despite there being no change in the physical environment, parents and pupils, private primary schools in the division have brought a big change in the academic achievement.

This means that there are certain pertinent issues or determinants that are prevalent in the private schools but lacking in public schools which need to be researched on.

This study area was chosen for convenience reasons, being within the researcher's place of residence, likely to save costs of research and still be able to provide as far as the research problem is concerned and may be used for other parts of the country as well.

### 3.3 The Target Population

According to Mugenda and Mugenda(1999) target population is the population marked for the study. It refers to all units of whatever nature that a researcher intends to study. Population element is therefore the subject on which the measurement is being taken. Saboti division has a total of 36 primary schools of which 29 are public while 7 are privately owned with a total of 1738 candidates registered for Kenya Certificate of primary Education (KCPE) 2007.This division is divided into two educational zones namely; Kinyoro and Saboti. Standard eight candidates were chosen for the study since divisional examination results were available and provided a guide on academic achievement.

The population was chosen to delimit the research and gather sufficient data within the time limit and cost.

### 3.4 Sampling Procedures and Design

All items in any field of inquiry constitute a 'Universe' or 'Population.' A complete enumeration of all items in the 'population' is known as a census inquiry.

It can be presumed that in such an inquiry, when all elements are covered, no element of chance is left and highest accuracy is obtained. (Kothari 2008).

A total of 340 candidates and 6 head teachers formed the sample frame selected by using stratified random sampling. The goal of stratified random sampling is to achieve desired representation from various subgroups in the population. In stratified random sampling, subjects are selected in such a way that the existing subgroups in the population are more or less reproduced in the sample (Mugenda and Mugenda 1999). The division was divided into two education zones, namely Saboti and Kinyoro using cluster sampling to make it representative. Cluster sampling involves selection of an intact group. All the members of such an intact group are then included in the sample and each member becomes a unit of observation (Mugenda and Mugenda 1999). Systematic sampling was used to select two public and one private primary school from each of the two zones. One top performing public school and the lowest in each zone was chosen. One private school was also chosen from each of the two zones. Every candidate in the selected schools was provided with a questionnaire to fill. Head teachers from the six primary schools chosen were provided with a questionnaire each for data collection. Interviews were administered to the administration in the selected schools.

### 3.5 Data Collection Instruments and Procedures

Researchers prefer using methods that provide high accuracy, generalizability and explanatory power, with low cost, rapid speed and maximum management demands and administrative convenience (Warwick and Lininger, 1975; 1978).

Basing on this fact, a combination of the following research instruments were used in the study for complementary purposes: questionnaires and interview schedules.

Data was collected from 340 candidates and 6 school heads. Questionnaires were the main data collection instrument.

Different questionnaires were administered to the school head teachers and candidates. Interviews and document analysis was also used. These ensured that adequate data with in-depth details was collected to enhance validity and reliability.

### 3.5.1 Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms(Kothari,2008). 346 Structured questionnaires were administered. These ensured that the many questions asked were strictly answered within the context of the research objectives. Each item in the questionnaire was developed to address a specific objective. Structured questionnaires are those questionnaires in which there are definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in the same order to all respondents.

The questionnaires were developed with the assistance of the supervisors to ensure that they were thorough and capable of capturing all required information for the purpose of this research thesis.

The questionnaires were developed and administered to all the respondents by the researcher personally after getting permission from the school administration, district Education office, district commissioner's office and the Ministry of Science and Technology.

### 3.5.2 Interview

An interview schedule is a set of questions that the interviewer asks when interviewing. It makes it possible to obtain data required to meet specific objectives of the study. They are also used to standardize the interview situation so that interviewers can ask the same questions in the same manner (Mugenda and Mugenda 1999).

Interview schedules with questions of semi-structured and unstructured types were used. The interview questions were similar in intent with the questionnaire to give validity to the responses received and check the consistency of responses. Respondents were taken through the questions by the researcher personally to ensure that the research intentions were consistently adhered to.

### 3.5.3 Document analysis

The research enquired about the presence of any documents pertaining to academic achievement from the school administration. Results from zonal, divisional, district and national examinations were used. These documents were obtained for analysis purposes. Permission to obtain and use these documents was properly sought with the assurance of their safety and confidentiality.

## 3.6 Validity and Reliability of Research Instruments

### 3.6.1 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on research results. It is also the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda 1999).

To test the validity of the instruments used in this study, the instruments were availed to selected experienced researchers of Moi University. These researchers then guided and advised the researcher accordingly in improving the research instruments before commencing data collection.

### 3.6.2 Reliability

Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Kerlinger, 1983). It is also a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 1999). Before actual data analysis the researcher established the reliability of the research instrument. A pilot study was conducted in schools which were not to be covered by the study. It was expected that the use of both questionnaire and interview schedules with interview questions similar in content and intent and addressing similar objectives to those questions contained in the questionnaire would enable the researcher to ensure the consistency or reliability.

Cronbatch's alpha coefficient was tested to determine how variables correlate. It was found to be 0.8 against 0.7 which means that it was reliable.

## 3.7 Data Analysis Techniques

Data obtained from the field in raw form is difficult to interpret. Such data must be cleaned, coded, key-punched into a computer and analyzed. It is from the results of such analysis that researchers are able to make sense of the data (Mugenda and Mugenda 1999).

Data in this research was analyzed by use of both descriptive and inferential statistics. The descriptive statistics entailed data conversion into percentages while inferential statistics used the chi-square test and simple regression analysis. Chi-square established the significance level of the variables used and tested the hypotheses of study.

Chi-square test is a statistical technique which attempts to establish relationship between two variables both of which are categorical in nature (Mugenda and Mugenda 1999). Regression analysis tested the strength of the relationship of the variables. Regression analysis is a type of analysis used when a researcher is interested in finding out whether an independent variable predicts a given dependent variable. Simple regression is used when the researcher is dealing with only one independent and dependent variable.

# CHAPTER FOUR

## 4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

### 4.1 Introduction

This chapter provides an assessment of the study's main findings of the empirical investigation into the determinants of academic achievement in public and private primary schools in Saboti division of Trans-Nzoia West district. The study gives the descriptive and frequency table analysis of Head teachers' and pupils' responses, school achievement function and the outcome model. It includes presentation of findings on institutional factors, teacher factors, parental factors and pupils' characteristics. The study was designed to answer one major question: what are the determinants of academic achievement in public and private primary schools in Saboti division?

### 4.2 Institutional factors

The status of school looks at whether the school is public or privately owned. Saboti division being rural means that private education has not taken root in the area and it is still a recent phenomenon. Most of the private schools were still new and majority had not registered candidates for standard eight. From the ones sampled, table 3 shows the representation of public to private schools in the division. Analysis of qualitative data was used to explain underlying behaviour of the respondents.

**Table 4.1: Descriptive statistics of status of schools sampled for the study**

| Status | Frequency | Percentage |
|---|---|---|
| Public | 4 | 66.7% |
| Private | 2 | 33.3% |
| Total | 6 | 100% |

Table 4.1 shows that (66.7%) of the schools sampled were publicly owned while (33.3%) were privately owned. As noted earlier, this is a reflection of rural areas where people have not invested heavily on private education. Private schools a coming up near rural markets which are either divisional or locational administrative centres with public servants and businessmen who are more enlightened than the rural peasants.

Table 4.2 shows statistics on schools by type. This looked at schools sampled whether they were single sex, mixed day or boarding. The sex of pupils play significant role as far as academic performance is concerned. Girls' enrolment in primary school has been rising in sub-Saharan Africa, but gender differences are now widest at the secondary education level, according to UNESCO global report on education. The study, under the auspices of the Southern and Eastern Africa consortium for monitoring educational quality, showed that girls had higher academic achievement in reading skills, while boys had higher educational outcomes in mathematics and science. Whereas the study was carried out in upper primary educational systems, it seemed most of the indicators prevailed through high school.

**Table 4.2: Schools by type**

| Type | Public | | Private | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Mixed day | 4 | 100% | 1 | 50% |
| Mixed day/ boarding | | | 1 | 50% |
| Total | 4 | 100% | 2 | 100% |

Table 4.2 shows that all public primary schools sampled were mixed day schools while (50%) of the private primary schools were mixed day and (50%) were mixed day and boarding. This is so because most of the private schools were recently established meaning that enrolment could be interfered with if schools were single sex. This is a common occurrence in most of the rural schools. Mixed schools bring together diverse capabilities of girls and boys in the same school. Evidence indicates that single sex schools improve girls' achievement in science and mathematics. According to UNESCO, girls in single-sex classrooms are engaged in learning more of the time, show more cooperative behaviour and identify better with their female classmates than when they are in co-educational classes.

But whereas research in classroom dynamics indicates there are no differences in what boys and girls can learn, experts say there are different ways to engage and teach girls as compared to boys. "Gender differences are crucial in learning," says UNESCO.

According to Chattopadhay (2009), an educational researcher at New York university and a leading expert on single-sex education, adolescent boys and girls are very sensitive to 'looking foolish' in front of their opposite sex classmates.

> "*Single sex learning can help students to focus and improve their academic achievements*," he says.

Subsequently, in single settings, girls are given the opportunity to learn new or traditionally male skills without teasing and competition of boys. Most of the schools are day schools mainly because of inadequate facilities for boarding.

Table 4.3 shows the responses of head teachers on their school performance in the 2006 KCPE examinations. This was to show the difference in performance between public and private primary schools in their division. The schools sampled gave the responses shown in Table 4.3.

**Table 4.3: Head teachers' response on 2006 KCPE means score**

| Marks | Public | | Private | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| 250-300 | 4 | 100% | | |
| 300 and above | | | 2 | 100% |
| Total | 4 | 100% | 2 | 100% |

Table 4.3 shows that (100%) of public primary schools sampled had mean scores of between 250 and 300 while (100%) of the private primary schools sampled had mean score above 300 marks. It is this scenario which prompted research in this area. The pupils in this division come from the same geographical region yet the disparity in performance in the schools can easily be seen. This disparity may come from differences in management, teacher factors, institutional factors and parental factors among others.

Table 4.4 shows the head teachers' response on the availability of teaching and learning materials for English and mathematics. These two subjects are very crucial in the school curriculum. This is because all subjects apart from Kiswahili are tested in English. If a pupil is not able to crasp the language then it becomes difficult for him or her to answer questions correctly. Mathematics is important in areas with numerical data acts as a source of formulae required for calculations in other subjects. The adequacy of teaching and learning materials in the two subjects plays an important role in academic performance of pupils in examinations. A total of 4 head teachers from public schools and 2 head teachers from private primary schools provided responses for the item. The result is shown in table 4.4.

**Table 4.4: Adequacy of teaching-learning materials in English and Mathematics**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Inadequate | **1** | 25**%** | | |
| Average | 2 | 50% | | |
| Adequate | 1 | 25% | 1 | 50% |
| Very adequate | | | 1 | 50% |
| Total | 4 | 100% | 2 | 100% |

As shown in Table 4.4 teaching and learning materials for English and mathematics were less than adequate (75%) as reported by the head teachers in public primary schools while (100%) of the head teachers in private primary schools indicated that the availability of the materials were between adequate and very adequate.

The Chi-Square test of association for 3 degrees of freedom at 5% level of significance is 7.815. The calculated value of $x^2$ is less than the table value .Therefore, the null hypothesis is accepted. Hence, we conclude that there is no significant relationship between adequacy of teaching and learning materials with academic achievement of pupils. The results show that the private schools have more teaching-learning materials in English and Mathematics than the public schools.

Okumu, Joseph, the head master of Hawinga primary school in western Kenya, cites overstretched facilities as the cause of poor performance in public schools. "The numbers first cannot cope with the existing facilities. If this situation is allowed to continue, public schools will be no more," lamented Abagi (1997). There is also a major shortage of desks and in some rural areas pupils learn under trees. During his recent visit to Kenya, the British Chancellor of the Exchequer Gordon Brown (currently the prime minister) had a chance to gauge the system, when he toured Olympic primary school. While praising the Kenyan government for introducing Free Primary Education, he however noted that the challenges to the success of the system remained real, namely the strengthening of the existing infrastructure by building additional schools and training more teachers.

The availability and use of teaching and learning materials especially in mathematics and English affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. These factors have given an edge to private primary schools over public ones.

Table 4.5 shows the number of teachers in the schools by their qualifications. Professional qualifications are important for qualifications are important for quality education. According to the Sessional paper No.1 of 2005 on teacher quality, qualification of a teacher may compromise the quality of learning.

The current policy is that a primary school teacher should be able to teach all the seven subjects in the primary school curriculum. However, the two years of teacher training is not adequate for the teacher trainee to acquire mastery in subject content and skills of pedagogy in all the seven subjects. Head teachers from the sampled public and private primary schools were asked about the qualifications of their teachers and the responses were given as in table 4.5.

## 4.3 Teacher factors

**Table 4.5: Head teachers' response on the qualification of teachers in their schools**

| **Qualification** | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Untrained | | | 10 | 30.0% |
| P2 | 7 | 8.0% | | |
| P1 | 67 | 76.1% | 23 | 69.7% |
| ATS | 10 | 11.4% | | |
| Diploma | 1 | 1.1% | | |
| Degree | 3 | 3.4% | | |
| Total | 88 | 100% | 33 | 100% |

As shown in Table 4.5, private schools sampled had 10 (30.3%) untrained teachers and 23 (69.7%) p1 teachers while public schools had all teachers trained. 7 (8.0%) p2, 67 (76.1%) p1, 10 (11.4%) ATS, 1 (1.1%) Diploma and 3 (3.4%) Degree. The Chi-Square test of association for 5 degrees of freedom at 5% level of significance is 11.07. The calculated value of $x^2$ is more than the table value. Therefore, the null hypothesis is rejected. We conclude that there is a significant relationship between the qualification of teachers and pupils performance. This scenario shows that teachers' qualification alone may not be a strong factor as far as academic performance of pupils is concerned. There are many factors which contribute to academic achievement some of which include the commitment by the teacher, supervision, time management, motivation and other good working conditions.

Education Watch (2008) asserted that unlike teachers in public institutions, those in private schools are always with their employers who monitor every step of their work with great scrutiny. Those who accept to work in these institutions have to perform and there is no compromise. "You either perform as per the required standards or you are fired" says Lubang'a. The decision entered does not require consultations as it is only your performance that dictates your stay there," he adds. However, the increase in the proportion of skilled teachers may be expected to lead to an increase in educational performance and increased educational participation. Deolalikar (1998) points out those inadequacies in school equipment are one of the most important factors adversely affecting the quality of primary education in Kenya.

Agyeman (1973) reported that a teacher who does not have both the academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavourable conditions of service would be less productive than a teacher who is unqualified but works under favourable conditions of service. Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in classroom. Etsey, et al, (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work.

Table 4.6 shows the responses given by the head teachers on in-service for teachers in their schools. In-service for teachers is very crucial if attainment of quality education is to be achieved, In-service will update the teachers and introduce them to emerging issues related to education. It assists in addressing the new challenges affecting the education sector in the country.

**Table 4.6: Head teachers' response on in-service for teachers in their schools**

| | **School** | | | |
|---|---|---|---|---|
| | **Public** | | **Private** | |
| | Frequency | Percentage | Frequency | Percentage |
| At times | 1 | 25% | | |
| Neutral | 3 | 75% | | |
| Often | | | 1 | 50% |
| Very often | | | 1 | 50% |
| Total | 4 | 100% | 2 | 100% |

As shown in Table 4.6 on organization of in-service training the head teachers of all the six sample schools reported that they organized in-service training for their teachers. When asked further how often they organized the in-service training. 1 (25%) of the head teachers in public primary schools reported that they do it at times. 3 (75%) reported that they were neutral while 1 (50%) from private schools reported that they did it often and 1 (50%) reported that it was done very often. Therefore in-service for the teachers may be a reason for difference in performance. The fact that some of the teachers in private primary schools were not trained and qualified may have necessitated frequent in-service. This is to equip them with basic methodology of instruction in order to realize better results.

Table 4.7 shows the head teachers' responses on the frequency of staff meetings in their schools. Staff meetings are necessary in a school since it acts as a forum to articulate school policies and plan for curriculum implementation. Frequency of the meetings may constantly create awareness of what is required for all the stakeholders in a school situation. Table 4.7 tries to capture the responses from head teachers from sample schools.

**Table 4.7: Head teachers' response on the frequency of staff meetings in their schools:**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Neutral | 1 | 25% | | |
| Often | 3 | 75% | | |
| Very often | | | 2 | 100% |
| Total | 4 | 100% | 2 | 100% |

As shown in Table 4.7 on the organization of staff meetings, 1 (25%) of the head teachers in public primary schools reported that they were neutral while 3 (75%) reported that they held staff meetings often. In private schools 2 (100%) of the head teachers reported that they held staff meetings very often. The organization of regular staff meetings was therefore not a reason for the difference in performance between the public and private primary schools in Saboti division. The chi-square test association for 2 degree of freedom at 5% level of significance is 5.991. The calculated value of $x^2$ is more than the critical value. Therefore, the null hypothesis is rejected. Hence, we conclude that there is a significant relationship between the frequency of staff meetings and academic achievement of pupils.

Table 4.8 shows head teachers' response on preparation of lesson notes by teachers in their schools. For effective instruction, there is need for preparation of lesson notes. This will enable the pupils understand the main components of a particular topic. Lesson notes provide a break down and summary of content from the textbook.

This is a vital document in teaching and learning. To get this information the head teachers from sampled schools were asked questions. Their responses were as shown in table 4.8.

**Table 4.8: Head teachers' response on preparation of lesson notes by teachers in their school:**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Often | 1 | 25% | | |
| Very often | 3 | 75% | 2 | 100% |
| total | 4 | 100% | 2 | 100% |

As shown in Table 4.8 on lesson notes preparation, 1 (25%) of head teachers from public schools reported that it was done by teachers often while 3 (75%) reported that they prepared very often. In private schools, 2 (100%) of the head teachers reported that their teachers prepare lesson notes very often. This shows that teachers in both public and private primary schools prepare lesson notes. The table of $x^2$ for 1 degree of freedom at 5% level of significance is 3.841. The calculated value of $x^2$ is more than the table value. Therefore, the null hypothesis is rejected. We therefore conclude that there is a significant relationship between preparation of lesson notes by teachers and academic achievement of pupils.

Table 4.9 shows head teachers' response on level of agreement on problems of fee payment. Fee payment currently is a problem in Private primary schools only since Free Primary Education (FPE) was introduced by the government. This has made private schools a reserve for the wealthy in the society which goes against government plans of achieving equity in education. The policy of the government on primary education according to sessional paper No.1 of 2005 was to achieve universal primary education (UPE) by 2005. This was a key strategy towards attaining the overall goal of education for all (EFA) by 2015. Attaining UPE would ensure that all Kenyan children eligible for primary schooling have opportunity to enroll and remain in school, to learn and acquire quality basic education and skills training. In pursuit of this policy objective, the government introduced FPE in January 2003, which has resulted in an increased enrolment of children, from 5.9 million in 2002 to 7.2 million in formal public schools alone.

**Table 4.9: Head teachers' response on level of agreement on problems of fee payment**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Strongly disagree | 1 | 25% | | |
| Disagree | 2 | 50% | | |
| Undecided | 1 | 25% | | |
| Agree | | | 1 | 50% |
| Strongly agree | | | 1 | 50% |
| Total | 4 | 100% | 2 | 100% |

From Table 4.9 head teachers from public schools responded thus; 1 (25%) strongly disagreed that school fee payment was a problem, 2 (50%) disagreed and 1 (25%) were undecided. In private schools 1 (50%) agreed that payment of fees was a problem while 1 (50%) strongly agree with the assertion that fee payment was a problem. The table of $x^2$ for 4 degree of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value. Therefore the null hypothesis is accepted. We conclude that there is no significant relationship between payment of fees and academic achievement of pupils. The differences in the responses are attributed to FPE which was introduced in public schools.

Education Watch (2008) highlighted views raised by various stakeholders in provision of primary education. Despite the timely move by the government to provide free primary education that has seen a significant increase in the provision of both learning and teaching materials in public schools, the academic fortunes of these institutions still have many challenges. The more has led to higher enrolment levels in primary schools, there have been complaints that the quality of education has infact been diluted leading to a pathetic show in performance. Teachers and managers from the public schools complain that the FPE has compromised the standards of teaching in public primary schools. “Large enrolments in schools have led to high pupil-teacher ratio, making it difficult for teachers to cope,” The introduction of FPE in Kenya has led to deterioration of performance in public primary schools, formerly considered academic giants, Ochieng (2005). Although the government denies it, the hurried introduction of FPE may have compromised quality standards in public schools.

Table 4.10 shows head teachers' response on the level of agreement on pupils' punctuality to school. Punctuality of pupils to school plays a very significant role as far as effective learning is concerned. It brings about psychological preparedness and inculcates a level of confidence to the pupil. Pupils who go to school late may not catch up with the teacher and this will contribute to poor academic achievement.

**Table 4.10: Head teachers' response on the level of agreement on pupils' punctuality**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Undecided | 1 | 25% | | |
| Agree | 2 | 50% | | |
| Strongly agree | 1 | 25% | 2 | 100% |
| Total | 4 | 100% | 2 | 100% |

Results from Table 4.10 shows that in public schools 1 (25%) of the head teachers were undecided on the level of pupils' punctuality in their schools, 2 (50%) agree that their pupils were punctual while 1 (25%) strongly agreed with the assertion that their pupils were punctual to school. In private schools 2 (100%) strongly agreed that their pupils were punctual to school. The responses indicate that pupils in private primary schools keep time compared to those in public schools. The table of $x^2$ for 2 degree of freedom at 5% level of significance is 5.991. The calculated value of $x^2$ is less than the critical value. Therefore, the null hypothesis is accepted. We conclude that there is no significant relationship between pupils' punctuality and academic achievement.

Table 4.11 shows head teachers' response on the level of agreement that absenteeism was a problem in their schools. Absenteeism is a very serious problem which affects performance of pupils in schools. An absentee cannot be able to connect the work taught by the teacher earlier to what will be covered later. This problem may arise from various problems which may affect the pupil. It may include issues prevalent in various homes. Sicknesses may also lead to absenteeism. The level of absenteeism has reduced drastically for better academic performance to be realized in our schools. This has prompted the question to determine the disparities in public and private primary schools.

**Table 4.11: Head teachers' response on the level of agreement on absenteeism**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Strongly disagree | | | 1 | 50% |
| Disagree | 1 | 25% | 1 | 50% |
| Undecided | 1 | 25% | | |
| Agree | 2 | 50% | | |
| Total | 4 | 100% | 2 | 100% |

Results from Table 4.11 show the following; in public schools 1 (25%) disagreed that absenteeism was a problem, 1 (25%) were undecided while 2 (50%) agreed that absenteeism was a problem. In private primary schools; 1 (50%) strongly disagree that absenteeism was a problem while 1 (50%) disagree. From the results there was a big difference between the responses in public and private schools. The table of $x^2$ for 3 degree of freedom at 5% level of significance is 7.815. the calculated value of $x^2$ is less than the table value. Therefore, the null hypothesis is accepted. We conclude that there is no significant relationship between pupil absenteeism and academic achievement.

## 4.4 Pupil characteristics

Table 4.12 shows pupils' response on their ages. Different age groups have diverse challenges which affect the performance of pupils. Adolescents require more attention than those who are comparatively young. Girls may also have more demands than boys depending on their ages.

**Table 4.12: Pupils' Response on their Ages**

| **Age in years** | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| 10-11 | 2 | 0.8% | | |
| 12-13 | 52 | 20.1% | 16 | 19.8% |
| 14-15 | 167 | 64.5% | 58 | 71.6% |
| Above 16 | 31 | 12% | 7 | 8.6% |
| Missing | 7 | 2.7% | | |
| Total | 259 | 100% | 81 | 100% |

Results from Table 4.12 shows the following responses: in public schools (0.8%) of the pupils were ages between 10 and 11 years, (20.1%) of ages between 12 and 13 years, (64.5%) of ages between 14 and 15 years and (12%) those above 16years. In private schools, (19.8%) were ages between 12 and 13 years, (71.6%) between 14 and 15 years and (8.6%) of those above 16 years. The results show that majority of pupils in both public and private primary schools were in ages between 14 and 15 years. The table of $x^2$ for 4 degree of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the critical value. Therefore, the null hypothesis is accepted. We conclude that there is no significant relationship between the ages of pupils and academic achievement.

Table 4.13 shows pupils' response on where they stay. Pupils who are boarders experience different challenges from those who stay with their parents or relatives. Boarders may interact with their teachers and other pupils more frequently. This may give them an edge over those who are in day schools. Day scholars may be assigned other responsibilities such as herding animals, doing farm work or preparing food and attending to other siblings. These responsibilities may impact negatively on their academic performance.

**Table 4.13: Pupils' Response on whether they stay in School**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Yes | 68 | 26.3% | 14 | 17.3% |
| No | 186 | 71.8% | 64 | 79.0% |
| Missing | 5 | 1.9% | 3 | 3.7% |
| Total | 259 | 100% | 81 | 100% |

Table 4.13 shows the following information: public schools had (26.3%) boarders and (71.8%) day scholars while private schools had (17.3%) boarders and (79.0%) day scholars. The results show that more pupils in private schools were boarders compared to those in public schools. The chi-square test for 2 degree of freedom at 5% level of significance is 5.991. The calculated value of $x^2$ is less than the table value. Therefore, the null hypothesis is accepted. We conclude that there is no significant relationship between pupils' stay in school and academic achievement.

Table 4.14 shows pupils' response on the distance they covered from their homes to school. Long distance make pupils tired before they reach school. By the time they start learning they would be worn out and will lack concentration as teachers confine with instruction. It is important for pupils to operate from short distance or some means of transport need to be offered.

**Table 4.14: Pupils' Response on Distance from Home to School**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage |
| Very near (less than 1km) | 61 | 23.6% | 21 | 25.9% |
| Near (1-2km) | 102 | 39.4% | 38 | 46.9% |
| Far (3-5km) | 23 | 8.9% | 7 | 8.6% |
| Very far (more than 5km) | 66 | 25.5% | 15 | 18.6% |
| Missing | 7 | 2.7% | | |
| Total | 259 | 100% | 81 | 100% |

Table 4.14 shows the following result, in public primary schools (23.6%) of the pupils were very near their school, (39.4%) were covering between 1 and 2 kilometres, (8.9%) between 3 and 5 kilometres and (25.5%) were very far from school covering more than 5 kilometres per day. In private primary schools (25.9%) cover less than 1 kilometre, (46.9%) between 1 and 2 km, (8.6%) far between 3 and 5 kilometres and (18.6%) very far (more than 5 kilometres). The chi-square test for 4 degrees of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value. Therefore, the null hypothesis is accepted. We conclude that there is no significant relationship between distance from home and academic achievement of pupils.

Education Watch, (2008) in a new feature on KCPE: why academies do better than public schools observed that pupils and teachers in most private schools were hardly bothered by the inconveniences of having to trek to school as most of these institutions have transport arrangements for both learners and teachers. For pupils in public institutions, they walk for long distances to and from their schools. By the time they reach their institutions, they are normally too exhausted to concentrate during the learning process.

Table 4.15 shows pupils' response on the mode of transport they use to reach school. The mode of transport determines the time and punctuality of pupils to school.

**Table 4.15: Pupils' Response on the Mode of Transport to School**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Walking | 181 | 69.9% | 59 | 72.8% |
| Bicycle | 7 | 2.7% | 6 | 7.4% |
| Matatu | 1 | 0.4% | | |
| School bus | 5 | 1.9% | 16 | 19.8% |
| Missing | 65 | 25.1% | | |
| Total | 259 | 100% | 81 | 100% |

Results from Table 4.15 show responses as follows; in public schools (69.9%) of the pupils walk, (2.7%) use bicycle, (0.4%) matatu and (1.9%) school bus. In private schools; (72.8%) of the pupils walk, (7.4%) use bicycle while (19.8%) use school bus. The results show that majority of the pupils in the division walk to school; (69.9%) in public schools and (72.8%) in private schools. The information shows an indication that most of the pupils in private schools operate from school environment. This is reflected on table 16.the chi-square test for 4 degree of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is more than the table value. Therefore, the null hypothesis is rejected. We therefore, conclude that there is a significant relationship between the mode of transportation and academic achievement of pupils.

Table 4.16 shows pupils' response on the frequency of teachers attending morning assembly. Morning assembly marks the beginning of the day's activities. Policies are normally articulated during this time and it is important that teachers attend morning assembly so as to be updated on the programmes of the school. Pupils are also psyched to prepare for the learning activities. Responses were given as in Table 4.16.

**Table 4.16: Pupils' Response on Frequency of their Teachers in Attending Morning Assembly**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Not often | 40 | 15.4% | 14 | 17.3% |
| At times | 8 | 3.1% | 1 | 1.2% |
| Neutral | 42 | 16.2% | 27 | 33.3% |
| Often | 57 | 22.0% | 9 | 11.1% |
| Very often | 107 | 41.3% | 30 | 37.0% |
| Missing | 5 | 1.9% | | |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.16, public schools had the following responses (15.4%) of the pupils reported not often, (3.1%) at times, (16.2%) were neutral, (22.0%) often, majority (41.3%) reported very often. In private schools (17.3%) reported not often, (1.2%) at times, (33.3%) was neutral, (11.1%) often and majority (37.0%) very often. The results show that teachers in public and private primary schools attend morning assembly very often. The chi-square test for 5 degree of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is more than the table value. Therefore, the null hypothesis is rejected. We conclude that there is a significant relationship between the frequency of teachers in attending morning assembly and academic achievement of pupils.

Table 4.17 shows pupils' response on how often their teachers go to school to teach. Absenteeism of teachers in schools leads to poor performance of pupils in examinations. This is because it affects syllabus coverage, causes indiscipline among the pupils since there is nobody attending to them and reduces pupil confidence in the subjects taught by the said teacher. Questions were asked to pupils in public and private primary schools and responses were as follows:-

**Table 4.17: Pupils' Response on How Often Their Teachers Go To School to Teach**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Not often | 9 | 3.5% | 5 | 6.2% |
| At times | 4 | 1.5% | | |
| Neutral | 29 | 11.2% | 4 | 4.9% |
| Often | 23 | 8.9% | 7 | 8.6% |
| Very often | 189 | 73.0% | 65 | 80.2% |
| Missing | 5 | 1.9% | | |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.17 on incidences of regular attendance among teachers, pupils' response from public schools were (3.5%) not often, (1.5%) at times, (11.2%) were neutral, (8.9%) often, (73.0%) very often. In private schools the responses were (6.2%) not often, (4.9%) were neutral, (8.6%) often and majority (80.2%) responded that they go to school to teach very often. The chi-square test for 5 degree of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between the frequency of teachers teaching and the academic achievement of pupils. The results above show that teachers in private primary schools were more likely to be present in school teaching than teachers in public primary schools indicating that the frequency of teachers in a school could be a factor determining academic performance in primary schools in Saboti division.

Education Watch (2008), on why academies do better than public schools highlighted views raised by various stakeholders in the provision of primary education. Among them was Lubang'a who said that teachers in private schools were always with their employers who monitor every step of their work with great scrutiny. Those who accept to work in these institutions have to perform and there is no compromise. "You either perform as per the required standards or you are fired." The decision entered does not require consultations as it is only your performance that dictates your stay there," he added.

Table 4.18 shows pupils' response on how they rate their teachers' punctuality to class. Punctuality to class enables teachers to accomplish what they have planned in their lesson. It leads to proper time management and coverage of syllabi as required. Pupils also become more confident with their teacher when he/she is punctual to class for instruction.

**Table 4.18: Pupils' Response on how they Rate Their Teachers' Punctuality to Class**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Poor | | | | |
| Fair | 2 | 1.2% | | |
| Good | 11 | 4.2% | 2 | 2.5% |
| Very good | 33 | 12.7% | 2 | 2.5% |
| Excellent | 210 | 81.1% | 75 | 92% |
| Missing | 2 | 0.8% | 2 | 2.5% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.18 on the incidence of punctuality among teachers in public and private primary schools, responses from public schools were as follows; (1.2%) of the pupils reported fair, (4.2%) reported good , (12.7%) very good and (81.1%) reported excellent. In private primary schools, (2.5%) reported good, (2.5%) very good, majority (92%) reported excellent. The results show that the majority of teachers in private schools were punctual in attending to their class work. The chi-square test for 4 degree of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is more than the table value. Therefore, the null hypothesis is rejected. We therefore, conclude that there is significant relationship between teachers' punctuality and the academic achievement of pupils.

Otieno (2009), asserted that a new report by the ministry of education in Kenya reveals weakness in lesson preparation, poor syllabus coverage and curriculum delivery in most public schools. The inspection report that blames perennial dismal academic performance in public schools on laxity, details failure by teachers to keep records of lesson taught. In the same report Kenya National Examination Council (KNEC) chief executive officer Wasanga, P. says teachers in private schools take their work more seriously.

Table 4.19 shows pupils' response on the language used by their teachers in teaching. The language of instruction plays a very significant role as far as performance of pupils in national examinations is concerned. All subjects apart from Kiswahili are set in English.

In administering instruction it is imperative that teachers insist on use of English to enable their pupils acquaint themselves to expressions needed in the meanings of words. Other languages cannot be used to substitute English because this will lead to confusion and in examinations the pupils will fail to explain concepts in English. This will cost them dearly in performance.

**Table 4.19: Pupils' Response on the Language used by their Teachers in Teaching**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Local | 1 | 0.4% | | |
| English | 128 | 49.4% | 37 | 45.7% |
| Kiswahili | 4 | 1.5% | 4 | 4.9% |
| Mixture | 123 | 47.5% | 40 | 49.4% |
| Missing | 1 | 1.2% | | |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.19, on pupils' response on the language commonly used by their teachers for instruction, public schools pupils gave these responses; (0.4%) of the teachers use local languages, (49.4%) use English language, (1.5%) use Kiswahili and (47.5%) use mixture of languages. In private schools (45.7%) of the teachers use English, (4.9%) use Kiswahili while (49.4%) use a mixture of languages. The results show a high percentage of use of mixture of languages. The mixture plays a big role in confusing the pupils since it will not be used in setting national examinations. Teachers need to avoid the use of such languages so that pupils are prepared on the right language required for answering questions in examinations. The chi-square test for 4 degree of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between the language used by the teachers and the academic achievement of pupils.

Table 4.20 shows pupils' response on completion of syllabi in all subjects. Completion of syllabi helps in inculcating a sense of confidence in the pupils. This confidence will translate to good academic performance in national examinations.

**Table 4.20: Pupils' Response on Completion of the Syllabi in all Subjects**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Disagree | 6 | 2.3% | 3 | 3.7% |
| Undecided | 16 | 6.2% | 1 | 1.2% |
| Agree | 36 | 13.9% | 7 | 8.6% |
| Strongly agree | 201 | 77.6% | 70 | 86.4% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.20 on completion of syllabuses, responses from public schools were as follows; (2.3%) disagreed that teachers completed the syllabuses, (6.2%) were undecided, (13.9%) agreed that they completed while (77.6%) strongly agreed that teachers completed their syllabuses. In private schools; (3.7%) disagreed, (1.2%) were undecided, (8.6%) agreed while the majority (86.4%) strongly agreed that their teachers completed syllabuses. The results show that more teachers in private primary schools completed their syllabuses than the teachers in public primary schools in Saboti division. The chi-square test for 3 degree of freedom at 5% level of significance is 7.815. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between syllabus completion and the academic achievement of pupils may be because unlike those in public institutions, teachers in private schools are always with their employers who monitor every step of their work with great scrutiny. The promotion and job security of these teachers in private schools depend on the performance of their pupils in respective subjects they teach.

Table 4.21 shows pupils' response on the level of agreement with the assertion that teachers encourage them in their study. Pupils need encouragement from their teachers more especially on career guidance. Pupils will always get more motivated to excel if they have been encouraged and provided with role models by their teachers. Since schools compete for high mean scores in national examinations, teachers are forced devote more time in preparing candidates for examinations. They do this by encouraging and motivating the pupils with rewards and gifts.

**Table 4.21: Level of Pupils' Agreement with the Assertion that Teachers Encourage them in their Studies**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Strongly disagree | 2 | 0.8% | 1 | 1.2% |
| Disagree | 3 | 1.2% | 1 | 1.2% |
| Undecided | 17 | 6.6% | 3 | 3.7% |
| Agree | 27 | 10.4% | 2 | 2.5% |
| Strongly agree | 207 | 79.9% | 73 | 90.1% |
| Missing | 3 | 1.2% | | |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.21 on the level of agreement with the assertion that their teachers encourage them on their studies, pupils from public schools gave the following responses; (0.8%) strongly disagreed that they were encouraged, (1.2%) disagreed, (6.6%) were undecided, (10.4%) agreed that they were encouraged and (79.9%) strongly agreed. In private schools; (1.2%) strongly disagreed, (1.2%) disagreed, (3.7%) were undecided, and (2.5%) agreed that they were encouraged while the majority (90.1%) strongly agreed that they were encouraged by their teachers in studies. The chi-square test for 5 degree of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between teachers' encouragement of pupils in studies and their academic achievement. The results from this table show that teachers in private schools encourage their pupils in studies than those in public primary schools. Private schools are commercial in nature and their survival relies on good performance in examinations. This explains why teachers in these institutions must strive for the best through encouraging pupils and being so close to them.

Table 4.22 shows pupils response on the description of their teachers work habit in school. Hardworking teachers will motivate pupils to work hard. It is important for the teachers to be very close to their pupils and always be ready to attend to various challenges affecting their pupils. These characteristics will impart positively towards the performance of pupils in different institutions. The responses of the pupils are shown in table 4.22.

**Table 4.22: Pupils' Response on Description of Teachers' Work habit**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Very lazy | 3 | 1.2% | | |
| Lazy | | | | |
| Average | 8 | 3.1% | 1 | 1.2% |
| Hardworking | 34 | 13.1% | 4 | 4.9% |
| Very hardworking | 212 | 81.9% | 75 | 92.6% |
| missing | 2 | 0.8% | 1 | 1.2% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.22 on teachers' work habit, pupils in public schools responded thus; (1.2%) said their teachers were very lazy, (3.1%) average, (13.1%) hardworking and (81.9%) responded that their teachers were very hardworking. In private schools, (1.2%) responded average, (4.9%) reported that they were hardworking while (92.6%) reported that their teachers were very hardworking. The chi-square test for 4 degree of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between the teachers' work habit and the academic achievement of pupils. The evaluation by the pupils showed that hardworking teachers could lead to high academic achievement as indicated by the responses from the pupils in private primary schools. The results show that teachers in private schools may be more motivated than those in public schools. A highly motivated person puts maximum effort in his or her job. Several factors produce motivation and job satisfaction.

Young (1998) examined the job satisfaction of Californian public school teachers in USA and found that one of the overall job predictors was salary earned from it. Study by Lockheed, et al. (1991) indicated that lack of motivation and professional commitment produce poor attendance and professional attitudes towards students in which in turn affect the performance of students academically. Managers of academies claim that the matter of performance purely lies on the teaching staff attitudes.

Table 4.23 shows pupils' response on frequency of attending classes. Pupils who attend lessons regularly have high chances of performing better than those who absent themselves. Regular attendance makes pupils follow their teachers' instructions from chapter to chapter and step by step. This enhances understanding concepts articulated by the teachers.

**Table 4.23: Frequency of Pupils Attending Classes**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Very irregular | 2 | 0.8% | 1 | 1.2% |
| Irregular | 2 | 0.8% | | |
| Average | 8 | 3.1% | 1 | 1.2% |
| Regular | 40 | 15.1% | 5 | 6.2% |
| Very regular | 199 | 76.8% | 72 | 88.9% |
| Missing | 8 | 3.1% | 2 | 2.5% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.23 on attendance of pupils in class, public schools indicated the following; (0.8%) of the pupils responded that they were very irregular, (0.8%) responded that they were irregular, (3.1%) were average, (15.1%) regular and (76.8%) were very regular. In private schools (1.2%) responded that they were very irregular, (1.2%) were average, (6.2%) were regular while (88.9%) responded that they were very regular. The results show that a high percentage of pupils in private primary schools were very regular in school. The disparity in regularity between public and private schools may have arise from payment of school fees while there is Free Primary Education in public schools where parents lose nothing if pupils do not go to school, those in private primary schools pay a lot of money to have their children in these expensive academies. This makes them monitor attendance of their pupils strictly. The chi-square test for 5% level of significance is 11.0701. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between pupils' class attendance and academic achievement.

Table 4.24 shows pupils' response on the language they commonly used among themselves. Language is a practical subject which requires pupils to practice all the time. The use of English language among the pupils will enhance the acquisition of language for use in all the subjects in the school curriculum. It is common to find pupils communicating in mother tongue or 'sheng' in schools such that when examinations are set in English they are not able to comprehend. Many schools try to impose the use of English to the pupils so as to improve their performance.

**Table 4.24: Pupils' Response on the Language Regularly used among Themselves**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Local | 2 | 0.8% | | |
| English | 78 | 30.1% | 22 | 27.2% |
| Kiswahili | 97 | 37.5% | 25 | 30.9% |
| Mixture | 79 | 30.5% | 33 | 40.7% |
| Missing | 2 | 0.8% | 1 | 1.2% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.24 on language commonly used by pupils among themselves, pupils in public primary schools gave the following responses; (0.8%) used local language in communicating among themselves, (30.1%) reported that they use English, (37.5%) reported that they use Kiswahili, (30.5%) use mixture of languages. In private schools, (27.2%) use English, (30.9%) use Kiswahili while (40.7%) use mixture of languages. The results indicate that use of English language among pupils has not been strengthened in both public and private primary schools in Saboti division. The use of a mixture of languages and Kiswahili is very strong. The chi-square test for 4 degrees of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between the language used among pupils and their academic achievement. This scenario may not go down well as far as general academic performance in the division is concerned.

Table 4.25 shows pupils' response on the level of agreement on enjoyment of teachers' lessons. When pupils enjoy teacher's lessons, they perform better in examinations. Teachers must strive to make their lessons enjoyable to motivate pupils in learning.

**Table 4.25: Pupils' Response on the Level of Agreement on Enjoyment of Teachers' Lessons**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Strongly disagree | 20 | 7.7% | 8 | 9.9% |
| Disagree | 4 | 1.5% | 1 | 1.2% |
| Undecided | 15 | 5.8% | 4 | 4.9% |
| Agree | 33 | 12.7% | 5 | 6.2% |
| Strongly agree | 184 | 71.0% | 62 | 76.5% |
| Missing | 3 | 1.2% | 1 | 1.2% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.25 on pupils' response on the level of agreement on enjoyment of teachers' lessons, Pupils from public schools responded as follows; (7.7%) strongly disagreed that they enjoy teachers lessons, (1.5%) disagreed, (5.8%) were undecided, (12.7%) agreed that they enjoy teachers lessons while (71.0%) strongly agreed that they enjoy the lessons. In private primary schools; (9.9%) strongly disagreed, (1.2%) disagreed, (4.9%) were undecided, (6.2%) agreed that they enjoy while (76.5%) of the pupils responded that they strongly agree that they enjoy their teacher's lessons. The chi-square test for 5 degrees of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis. We conclude that there is no significant relationship between enjoyment of teachers' lesson and academic achievement of pupils. In private schools teachers would try as much as possible to make their lessons enjoyable because if they will be rejected by their pupils then it would mean that their jobs would be lost. In public schools the employer is far from the working place. This makes the teachers to have a don't-care attitude since their jobs are guaranteed.

Table 4.26 shows pupils' response on whether they get assistance in their studies at home or not. Most of the pupils who operate from home to school daily are given homework. Homework assists teachers in the coverage of syllabus. Pupils from educated families have an advantage over those whose families are not educated. Fathers, mothers, brothers, sisters and other relatives may provide assistance in homework.

**Table 4.26: Pupils' Response on whether they get assistance in their studies at home or not**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Yes | 191 | 73.8% | 56 | 69.2% |
| No | 60 | 23.2% | 24 | 29.6% |
| Missing | 8 | 3.1% | 1 | 1.2% |
| total | 259 | 100% | 81 | 100% |

As shown in Table 4.26 on help with studies at home, pupils were asked if they were helped at home with studies. The results shown in table 4.26 were as follows; in public schools (73.8%) responded that they were assisted while (23.2%) reported that they were not assisted. In private schools (69.2%) reported that they were assisted while (29.6%) reported that they were not assisted at home. The chi-square test for 2 degrees of freedom at 5% level of significance is 5.991. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between pupils' getting assistance in studies and their academic achievement. The differences in responses between public and private primary schools studied were negligible showing that it may not be a strong factor in academic performance. Research findings according to Ayodo (2009) shows that children guided by parents in doing homework perform better in class. Experts concur parents must be involved in the education of their children, especially in lower primary for better academic foundation. Latest studies published in the British Broadcasting Corporation website show that parents in Britain spend up to six hours a week taking their children through homework.

The findings show that parents who give support early encourage children to develop positive attitudes to learning. The studies show parents will know the strengths and weaknesses of their children, and teachers would gain by having motivated learners and informed parents. Some local primary schools have adopted the global surveys and introduced diaries where parents attest by signing that their children have completed their homework.

Affected parents say their children's homework have made them leave work early to oversee the activity. Maseno University Head of Sociology and Anthropology Department Erick Nyambedha say, success of children does not wholly rely on teachers. He says parents must find time to be with their children after school.

Butler (1987) has found homework to be a strong factor in academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students. Wambua (2008) observed that there was fear which has everything to do with the ordeal that is supervising school homework. "Gross parental irresponsibility," "I have been listening to the minister for education speeches in hope that he will say something about massive parent re-education, in vain. If he doubts the enormity of this national tragedy, the minister should commission Steadman to ask Kenyan parents simple questions such as the Kiswahili terms for fifth, a sixth or an eighth. See why I appear at my home at midnight or thereabouts?" pupils expect their parents to be smart, all-knowing and powerful.

Education Watch (2008), highlighted views raised by various stakeholders in the provision of primary education. Lubang'a Joseph, a retired public school teacher- Jase Academy argued that because of affordability, academies mainly admit children from well-off families-most of them with elite parents, who coincidentally happen to know

the meaning and the real value of education. The parents, he says, assist teachers in the upbringing of their own children through random inspection.

Table 4.27 shows those who assist pupils with homework in their homes. The academic level of parents and other siblings may contribute to the performance of pupils. This is because they make follow-up on what the teachers give pupils to take home as homework. This may not be possible with illiterate parents and siblings.

**Table 4.27: Pupils' response on the people who assist them with homework**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Mother | 24 | 9.3% | 9 | 11.1% |
| Father | 74 | 28.6% | 28 | 34.6% |
| Brother | 95 | 36.7% | 26 | 32.1% |
| Sister | 28 | 10.8% | 4 | 4.9% |
| Others | 36 | 13.9% | 11 | 13.6% |
| Missing | 2 | 0.8% | 3 | 3.7% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.27 the responses from public schools were as follows; (9.3% )of the pupils responded that they got assistance from their mothers, (28.6%) from their fathers, (36.7%) from their brothers, (10.8%) from their sisters and (13.9%) from other relatives. In private schools, (11.1%) responded that they were assisted by their mothers, (34.6%) from their fathers, (32.1%) from their brothers, (4.9%) from their sisters and (13.6%) from other relatives. The results show that in public schools majority of the pupils (36.7%) got assistance from their brothers while in private schools majority (34.6%) responded that they were assisted by their fathers. The chi-square test for 5 degrees of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between assistance of pupils in homework and their academic achievement. This gives an indicator on the level of education of parents in public and private primary schools.

Education Watch (2008) recorded a statement by Lubang'a who asserted that the issue of close monitoring by parents in private primary schools had partially to do with higher fee payments, hence parents in private primary schools had partially to do with higher fee payments, hence parents demand to get value for their money as opposed to those in public schools who he says feel have nothing to lose.

Table 4.28 shows pupils' response on whether they have enough time at home for homework. Availability of enough time for homework is very important in the academic success of pupils.

Homework enables pupils to practice more on what the teachers covered in the day. In some families children are given extra work in the house especially girls and boys to look after animals. This denies them time to concentrate on their homework resulting in poor academic performance. Pupils were asked questions on time and responses were recorded on the level of agreement on availability of time.

**Table 4.28: Level of Agreement to Assertion that Pupils have Time for Homework**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Strongly disagree | 38 | 14.7% | 12 | 14.8% |
| Disagree | 22 | 8.5% | 4 | 4.9% |
| Undecided | 54 | 20.8% | 23 | 28.4% |
| Agree | 28 | 10.8% | 11 | 13.6% |
| Strongly agree | 96 | 37.1% | 29 | 35.8% |
| Missing | 21 | 8.1% | 2 | 2.5% |
| Total | 259 | 100% | 81 | 100% |

Table 4.28 on the level of agreement to the assertion that respondents had time for homework had the following results; in public schools (14.7%) strongly disagreed that there was time for homework, (8.5%) disagreed, (20.8%) were undecided, (10.8%) agreed that there was time, (37.1%) strongly agreed. Private schools had the following responses; (14.8%) strongly disagreed that there was time, (4.9%) disagreed, (28.4%) were undecided, (13.6%) agreed, (35.8%) strongly agreed that they had time for homework. The results from both categories show that the highest percentages strongly agreed to the assertion that there was enough time for homework. This means that pupils from both public and private primary schools had adequate time for studies at home. The chi-square test for 5 degrees of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between time for homework and pupils' academic achievement.

Table 4.29 shows pupils' response on how interesting the teacher' teaching presentations were. Teacher's presentation of instruction is very crucial in that acquisition of knowledge by the learners. The level of motivation by the teacher arouses attention and concentration by the pupils which will later translate to good academic performance. Teaching presentations may be interesting when there are enough resource materials used in the lesson. The methodology employed by individual teachers play a big role in motivating learners. This is seen in disparities realized in pupils' performance in different subjects in the same class.

**Table 4.29: Pupils' Response on Interest of Teachers' Teaching Presentations**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Very boring | 12 | 4.6% | 2 | 2.5% |
| Boring | 5 | 1.9% | 1 | 1.2% |
| Average | 20 | 7.7% | 3 | 6.2% |
| Interesting | 38 | 14.7% | 9 | 11.1% |
| Very interesting | 177 | 68.3% | 59 | 72.8% |
| Missing | 7 | 2.7% | 5 | 6.2% |
| Total | 259 | 100% | 81 | 100% |

Table 4.29 shows the following responses on the level of interest in teacher presentations. Pupils' from public primary schools had the following responses; (4.6%) responded that the presentations were very boring, (1.9%) boring, (7.7%) average, (14.7%) responded that the presentation were interesting and (68.3%) responded that the presentations were very interesting. In private schools; (2.5%) responded that they were very boring, (1.2%) boring, (6.2%) average, and (11.1%) interesting while the majority (72.8%) responded that they were very interesting. The results from the table shows that a higher percentage of the pupils (72.8%) in private schools acknowledge that the presentations by their teachers were very interesting. The chi-square test for 5 degrees of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between interest of teachers' presentations and pupils' academic achievement .The jobs of teachers in private schools are pegged on their performance in class.

The pupils have a role in evaluating their teachers since they will inform their parents on what takes place in class. The parents on the other hand will tell the school managers all the details about teachers in their schools. Teachers in private schools will always strive to offer the best in class to please the management of their schools unlike in public schools where employer is far from the station and there is no close scrutiny on individual teacher contribution to academic performance in the school.

Table 4.30 shows pupils' assessment of their teachers' ability to explain teaching material. Explanation of teaching material depends on teachers' preparedness. A teacher needs to have good mastery of teaching content, should be able to introduce and develop the lesson by using appropriate methodology and teaching resources. The teacher has to be confident to enable pupils give a positive evaluation of their explanation of teaching material.

**Table 4.30: Pupils' Assessment of their Teachers' Ability to Explain Teaching Material**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Very poor | 25 | 9.7% | 15 | 18.5% |
| Poor | 8 | 3.1% | 2 | 2.5% |
| Average | 24 | 9.3% | 3 | 3.7% |
| Good | 32 | 12.4% | 5 | 6.2% |
| Very good | 162 | 62.5% | 54 | 66.7% |
| Missing | 8 | 3.1% | 2 | 2.5% |
| Total | 259 | 100% | 81 | 100% |

Table 4.30 shows responses on pupils' assessment of their teachers' ability to explain teaching material. In public schools (9.7%) responded that the explanation was very poor, (3.1%) poor, (9.3%) average, (12.4%) responded good and (62.5%) responded that the explanation was very good. In private schools (18.5%) responded that the explanation was very poor, (2.5%) poor, (3.7%) average, (6.2%) good and (66.7%) very good. These results show that more pupils (66.7%) in private primary schools responded that the ability of their teachers in explanation of teaching material was very good compared to (62.5%) in public primary schools. The chi-square test for 5 degrees of freedom at 5% level of significance is 11.070. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between teachers' ability to explain teaching material and academic achievement of pupils.

Table 4.31 shows pupils' response on whether they take breakfast before going to school or not. When pupils take breakfast in the morning before going to school, they get the necessary energy to travel to school and concentrate on learning. Without physical health we cannot have mental health so pupils who feed well may perform better academically compared to those without enough food.

**Table 4.31: Pupils' response on taking breakfast before going to school**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Yes | 120 | 47.3% | 52 | 64.2% |
| No | 136 | 52.5% | 28 | 35.0% |
| Missing | 3 | 1.2% | 1 | 1.2% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.31, responses from public primary schools were as follows; (47.3%) responded that they take breakfast before going to school while (52.5%) responded that they did not take breakfast. In private primary schools, (64.2%) responded that they take breakfast while (35%) responded that they do not take breakfast before going to school. From the results, a high percentage (64.2%) of the pupils from private schools take breakfast compared to only (47.2%) in public primary schools. This shows that there is some relationship between taking breakfast and academic achievement of pupils in primary schools. The chi-square test for 2 degrees of freedom at 5% level of significance is 5.991. The calculated value of $x^2$ is more than the table value. Therefore we reject the null hypothesis and conclude that there is a significant relationship between pupils taking breakfast and academic achievement.

Education Watch (2008) observed that private school attributed their good performance to the introduction of feeding arrangement ensures equal access to food rations which is of paramount importance to the physical and mental development of pupils. Most pupils in public primary schools come from poor families where getting a meal is more of a privilege than a basic need. Many learners in public primary schools go without basic meals making concentration on their studies torturous. Such children if they don't drop out of school perform dismally.

Table 4.32 shows pupils' response on provision of textbooks by their parents. Provision of textbooks has made education very expensive. Most parents are not able to provide basic textbooks to their children.

Change of curriculum from time to time has even worsened the situation since different textbooks are recommended by the ministry of education at different years. Parents who are able financially may purchase textbooks for their children while those from poor families may do without them. Free primary education (FPE) has played a big role in equipping schools with textbooks and other institutional materials. Pupils were asked a question on provision of textbooks by their parents and they responded as shown in table 4.32.

**Table 4.32: Pupils' response on whether they were provided with textbooks by their parents**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Yes | 183 | 70.7% | 52 | 64.2% |
| No | 62 | 23.9% | 28 | 34.6% |
| missing | 14 | 5.4% | 1 | 1.2% |
| Total | 259 | 100% | 81 | 100% |

As shown in table 4.32 on parents' provision of textbooks to their pupils; in public primary schools (70.7%) of the pupils responded that they were provided with textbooks while (23.9%) responded that they were not provided. In private schools (64.2%) responded that they were provided with textbooks by their parents while (34.6%) said that they were not provided. The results show that more parents in public schools provide their pupils with textbooks compared to parents in private schools. The chi-square test for 2 degrees of freedom at 5% level of significance is 5.991. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between provision of textbooks by the parents and academic achievement of pupils. This scenario shows that many private schools may be having their own textbooks and parents may be buying books indirectly through paying fees to school.

Table 4.33 shows pupils' response on the educational level of their mothers. Educational level of mothers have significant role to play as far as the education of pupils is concerned. An educated mother first of all will act as a role model especially to the girl child. Secondly, they are in a better position to know the challenges of education and assist incase there is homework to do. The important role played by an educated mother has prompted this finding shown in the table.

**Table 4.33: Pupils' Response on Educational Level of their Mothers**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Did not go to school | 22 | 8.5% | 8 | 9.9% |
| Primary level | 120 | 46.3% | 40 | 49.4% |
| Secondary level | 92 | 35.5% | 21 | 25.9% |
| Tertiary level | 22 | 8.5% | 11 | 13.6% |
| Missing | 3 | 1.2% | 1 | 1.2% |
| Total | 259 | 100% | 81 | 100% |

As shown in Table 4.33 on response of pupils on the educational level of their mothers, pupils in public primary schools responded in the following; (8.5%) of the pupils responded that their mothers had not gone to school, (46.3%) primary level, (35.5%) secondary level and (8.5%) tertiary level. In private schools, (9.9%) responded that their mothers did not go to school, (49.4%) had attained primary level education, (25.9%) secondary level while (13.6%) tertiary level. The results show that a high percentage of mothers of pupils both in public school (46.3%) and private (49.4%) attained primary level education. An observation on mothers with tertiary level of education indicate that a high percentage (13.6%) of them have their pupils in private primary schools compared to (8.5%) in public schools. This may reflect on the good academic performance in private schools. The chi-square test for 4 degrees of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value. Therefore, we accept the null hypothesis and conclude that there is no significant relationship between the educational level of mothers and academic achievement of pupils.

Table 4.34 shows pupils' response on the educational level of their fathers. Educational level of fathers will determine where their children will be schooled. At times it appears prestigious for a father to have his children in performing schools with good facilities. Educated fathers are role model for their children and may even determine future careers of their children. This is why their educational level is important in determining the academic achievement of pupils in different categories of schools.

**Table 4.34: Pupils' response on the educational level of their fathers**

| | **Public** | | **Private** | |
|---|---|---|---|---|
| | Frequency | percentage | Frequency | percentage |
| Did not go to school | 12 | 4.6% | (4) | 4.9% |
| Primary level | 61 | 23.6% | (19) | 23.5% |
| Secondary level | 112 | 43.2% | (38) | 46.9% |
| Tertiary level | 69 | 26.6% | (18) | 22.2% |
| Missing | 5 | 1.9% | (2) | 2.5% |
| Total | 259 | 100% | (81) | 100% |

Table 4.34 shows the results of the pupil's responses on educational levels of their fathers. In public primary schools (4.6%) of the pupils responded that their fathers did not go to school, (23.6%) attained primary level education, (43.2%) secondary level and (26.6%) tertiary levels. In private schools (4.9%) responded that their fathers did not go to school, (23.5%) primary level, (46.9%) secondary level and (22.2%) tertiary. The results show that in this division most of the fathers had attained secondary education in both public (43.2%) and private (46.9%). The chi-square test for 4 degrees of freedom at 5% level of significance is 9.488. The calculated value of $x^2$ is less than the table value.

Therefore, we accept the null hypothesis and conclude that there is no significant relationship between the educational level of fathers and the academic achievement of pupils. Since majority of the fathers were educated they chose private schools for their children which have made those schools perform better compared to the public primary schools in Saboti division. Wachira (2008) stated that, according to Anthony Somerset, an educational researcher at the institute of development studies, university of Nairobi, performance in Kenya certificate of primary education (KCPE) is higher among candidates who regularly do their homework.

Studies he carried on KCPE performance for many years showed the key to high achievement was directly related to the ability of pupils to learn. Such observations have also recently been confirmed by a report from the institute of education, university of London, where researchers examined the impact of homework in Europe, the United States, Australia and the Far East and Middle East. "We found that parents have the

most positive influence when they offer moral support, but should only actually help with homework when their children specifically ask them to," said Sue Hallam, the principal researcher and author of the report.

**Factors determining academic achievements**

To determine factors that contributed most to academic achievement of a pupil, a regression analysis was run. Institutional factors, teacher's factors, pupil and parental factors were analyzed.

**Institutional factors**

- If the respondent stays in school.
- Distance from the respondent's home to school.
- How the respondent gets to school.

**Teacher factors**

- Frequency of teachers coming to school to teach.
- Teachers' punctuality.
- Language used by the teacher to teach
- Syllabus coverage.
- Teachers encouraging pupils to study.
- Teacher work habit.
- Teacher's ability to analyze learning material.

**Pupil/parental characteristics**

- Class attendance.
- Language used by the pupils among themselves
- Enjoyment of teachers' lesson.
- Assistance in homework.
- Time for homework.
- Mode of teachers' presentation.
- Taking of breakfast.
- Educational level of parents.

Table 4.35 shows the pooled factors of school achievement function. These are the main factors which may determine academic achievement of pupils in primary schools. Institutional factors such as distance to school, means of transportation and whether the school is boarding or day-school may determine performance of pupils. When pupils are tired after walking a long distance, they may not be in a position to concentrate. Pupils boarding have a lot of time to be in the school environment which may give them an advantage over the day-scholars. Teachers' factors also play a vital role in terms of performance of a pupil in examinations. Pupil characteristics such as attendance and home factors have a direct bearing on their academic achievement. The pooled factors were categorized on their strength in determining academic achievement as in Table 4.35.

**Table 4.35: School Achievement Function (Pooled Factors)**

| Variable category | | Unstandardized coefficient | Std. error | Sig. | Comment |
|---|---|---|---|---|---|
| Institutional factors | If the respondent stays in school. | 4.940E-02 | .188 | 0.02 | Weak |
| | Distance of the respondent home to school | -.108 | .074 | 0.001 | Very strong |
| | How the respondent get to school | -.339 | .144 | 0.02 | weak |
| Teacher factor | The frequency of teacher coming to school to teach | -9.802E-02 | .109 | 0.04 | Weak |
| | Teachers' punctuality. | 3.349E-02 | .098 | 0.002 | Very strong |
| | The language used by the teacher to teach. | 1.088E-02 | .057 | 0.04 | Weak |
| | If the teacher has finished the syllabus | .192 | .110 | 0.05 | Weak |
| | Whether the teacher encourage the pupils to study. | -4.467E-02 | .127 | 0.03 | Weak |
| | Teacher work habit. | -.216 | .114 | 0.040 | Weak |
| | Teachers ability to analyze learning material | 2.666-02 | .055 | 0.02 | weak |
| | Respondents' frequency of attending classes. | 5.664E-02 | .115 | 0.000 | Very strong |
| | Language the respondent regularly use among themselves. | -.116 | .076 | 0.01 | Very strong |
| | Whether the respondent enjoy teachers' lessons. | .108 | .056 | 0.05 | Weak |
| | Whether the respondent get assistance at home. | .128 | .148 | 0.02 | Weak |
| | Whether the respondent has time for homework. | -6.900E-02 | .054 | 0.03 | Weak |
| | Mode of teachers' presentation. | .282 | .071 | .000 | Very strong |
| | If the respondent takes breakfast | -6.847E-02 | .129 | 0.000 | Very strong |
| | Educational level of assisting parent | .423 | .070 | 0.000 | Very strong |

$R^2$ Value = 0.631

Results from Table 4.35 show that among the institutional factors, it was distance from home to school which was a very strong factor determining academic achievement, whether the pupil was staying in school or not and how the pupil was getting to school were found to be weak factors. On the teachers' factors, teachers' punctuality was found to be a very strong factor compared to others. In pupil characteristics it was found that the factors which were very strong included; frequency of attending classes, language used by the pupils, mode of teachers' presentations, taking of breakfast and the educational level of assisting parent. Weak factors include; enjoyment of teachers' lessons, assistance at home and time for homework.

The coefficient of determination of the variables was done and found that $R^2$ Value was 0.631. The value of $R^2$ is the proportion of the variation in the dependent variable explained by regression on the independent variable. This shows that approximately 63% of the factors or variables determine academic achievement of the pupils in the schools sampled. Regression is the determination of a statistical relationship between two or more variables. One variable (independent) is the cause of the behavior of another one (dependent variable). Regression can only interpret what exists physically i.e., there must be a physical way in which independent variable X can affect dependent variable Y. The basic relationship between Xand Y is given by

$$Y = a + bX$$

Where the symbol Y^ denotes the estimated value of Y for a given value of X. The equation means that each unit change in X produces a change of b in Y, which is positive for direct and negative for inverse relationships (Kothari 2008).

**Teacher factors determining academic achievement**

To determine teacher's factors that contributed most to academic achievement of pupils, a regression analysis was run. Variables that were entered into the model included frequency of teachers attending the assembly, rating of the teachers' punctuality, teachers ability to analyze teaching materials, teachers ability to make an understandable presentation, teachers ability to make lesson enjoyable, availability of textbooks, availability of infrastructure, condition of the infrastructure, teachers qualification, teachers participation in in-service training, frequency of teachers preparing teaching notes and the language the teacher use in teaching the subject. The following table shows the outcome of the model.

Table 4.36 shows the school achievement function (Teachers' factors). A teacher plays a very important role as far as the performance of pupils in a school is concerned. A teacher is a role model for the children and his behavior and actions will impact either positively or negatively to the pupil. For most pupils, a teacher is a parent who should be able to provide all that a parent at home does. He or she should be able to show love to the young children and bring them up in a way which will improve their academic and mental growth.

If teachers are punctual in a school then pupils' will also emulate them. These teacher factors were run in a regression model to determine the school achievement function of the factors as shown in Table 4.36.

**Table 4.36: School Achievement Function (Teachers' Factors)**

| | Unstandardized coefficients | Std. error | Sig. | Comment |
|---|---|---|---|---|
| Frequency of teachers attending assembly | .115 | .122 | 0.002 | Very strong |
| Rating of teachers' punctuality. | 2.386 | .968 | 0.01 | Very strong |
| Teachers ability to analyze teaching material | -.172 | .108 | 0.002 | Strong |
| Teachers qualifications | -9.802E-02 | .109 | 0.002 | Strong |
| Teachers' participation in in-service training. | 3.349E-02 | .098 | 0.002 | Very strong |
| Frequency of teachers preparing teaching notes. | 1.088E-02 | .057 | 0.004 | Strong |
| The language the teacher use in teaching the subject. | .192 | .110 | 0.04 | Weak |
| Frequency of teachers attending morning assembly. | -4.467E-02 | .127 | 0.002 | Strong |
| Rating of the teachers' punctuality to class. | -.216 | .114 | 0.02 | Strong |
| Teachers' ability to make understandable presentation. | -.116 | .076 | 0.000 | Very strong |
| Teachers' ability to make lessons enjoyable. | .108 | .056 | 0.054 | Weak |
| Availability of textbooks | .128 | .148 | 0.01 | Very strong |
| Availability of infrastructure | -.237 | .078 | 0.003 | Strong |
| Condition of the infrastructure | -6.900E-02 | .054 | 0.000 | Very strong |
| Respondent rating on the way of teachers presentation | .282 | .071 | 0.000 | Very strong |

$R^2$ Value = 0.532

Significance level at 0.05.

Results from Table 4.36 show that very strong factors include; frequency of teachers' attending assembly, teachers' punctuality, teachers' participation in in-service training, teachers' ability to make understandable presentation, availability of textbooks, condition of the infrastructure and teacher' presentation. Strong factors include; teachers' ability to analyze teaching material, teachers' qualifications, frequency of teachers' preparation of teaching notes, frequency of teachers' attendance to class and availability of infrastructure. Weak factors include; the language the teachers use in teaching the subject and the teachers' ability to make lessons enjoyable.

The coefficient of determination of the variables was done and found that $R^2$ value was 0.532. The value of $R^2$ is the proportion of the variation in the dependent variable explained by regression on the independent variable. This shows that approximately 53% of the factors shown determine academic achievement of pupils in the schools within Saboti Division.

Academic Achievement = Function ( Institutional factors, Teacher factors, Pupil characteristics and parental factors).

# CHAPTER FIVE

## 5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

### 5.1 Introduction

This chapter is a review of the previous chapters with an elaborate and comprehensive conclusion based on the research findings. The final part of this chapter presents a number of recommendations for improving on academic achievement in primary schools and other areas that need further research.

### 5.2 Summary of findings

This research was designed to investigate the determinants of academic achievement in both public and private primary schools in Saboti division of Trans-Nzoia West district. The following information was found;

In 2006 KCPE mean score, 100% of private schools scored above 300 marks compared to 100% of public schools with a mean score of below 300 marks.

Private schools had more teaching and learning materials for English and mathematics compared to public schools with below adequate materials according to the findings.

On teacher qualifications, public schools had more qualified teachers than private ones according to the scores of the respondents.

More respondents indicated that there was more in-service for teachers in private primary schools than those in public schools.

Frequency of staff meetings was rated highly in private schools than public ones.

Teachers in both public and private primary schools prepared lesson notes.

Respondents reported that there was no fees problem in public primary schools while it was a problem in private schools.

Pupil punctuality is important in explaining variation in pupil scores. Pupils in private primary schools were more punctual than those in public schools.

Absenteeism of pupils is a serious cause of poor performance. The study showed that pupils in public primary schools were rated to be more absent as compared to their counterparts in private primary schools.

The ages of pupils in both private and public primary schools were not a significant factor in academic performance.

Boarders and day scholars were rated in the same level in respect to their academic performance in national examinations.

Pupils in private schools travel longer distances from their homes to school.

Majority of pupils in both public and private primary schools walk from their homes to school.

Teachers from both public and private primary schools attend morning assembly.

Teachers' presence in school is a significant factor in academic performance. From the findings, teachers in private primary schools were more likely to be present in school than their counterparts in public schools.

Teacher punctuality is important in explaining variation in pupils' scores. Pupils who rated their teachers to be highly punctual scored higher than those who rated their teachers to be less punctual.

Responses indicated that majority of teachers used mixture of languages for instruction in their schools. Local language is also used in public schools as indicated by the scores.

Syllabus coverage is an important factor responsible for variation of pupils' scores in primary schools. Findings indicated that teachers in private primary schools scored highly in completion of syllabi compared to those in public schools.

Motivation and encouragement of pupils in their study contribute to good academic performance in primary schools. Pupils who rate their teachers highly in terms of encouragement scored highly in their examinations compared to those who rated theirs less.

Hard work and commitment by teachers translates to high academic scores. Pupils who rate their teachers highly in terms of hard work and commitment scored highly compared to their counterparts who rated their teachers less.

Pupils from both public and private primary schools were assisted in their studies at home.

It is mainly the fathers who assist in homework for pupils who were in private schools. In public schools brothers scored highly as far as assistance in homework was concerned.

There was adequate time for studies at home for pupils in both public and private primary schools.

Teachers' presentation is very important in determining academic performance in schools. Pupils who rate their teachers' presentations highly scored high marks compared to those who rated theirs less.

Proper explanation of teaching material is crucial for performance and high scores. Pupils who rate their teachers highly as far as explanation of teaching materials was concerned scored high marks compared to their counterparts who rated their teachers less.

Taking breakfast was important in achieving high academic scores. Pupils who took breakfast before going to school recorded high scores than those who did not.

More textbooks are provided to pupils in public schools compared to those in private ones.

Educational level of parents plays an important role in academic performance. Pupils whose parents were educated were more likely to score highly compared to those whose parents were not.

Teachers' ability to do an understandable presentation was found to contribute most in determination of academic achievement of a pupil.

## 5.3 Conclusion

Based on the objectives and the background of the study, it is evident that there is need to provide school inputs which will translate into good academic achievement in both public and private primary schools.

From the findings, schools in Saboti division both public and private have the same institutional factors but differences exist in their teacher factors and pupils/parental characteristics. Public schools need to put in place the following suggestions so as to compete favourably with their counterparts in the private sector:-

Public schools have more learning and teaching materials especially in English and mathematics. Literacy and numeracy play a big role in academic performance since all other subjects rely on them. Research shows that public schools have more qualified teachers compared to the private schools and yet it is not translating into good scores. Teachers in public primary schools need more scrutiny and inspection so as to deliver.

Teachers in public schools need more in-service to update them on emerging issues and trends in education. Punctuality of both pupils and teachers in public schools should be enhanced to improve on academic performance. Absenteeism should be discouraged in public schools. This affects both teachers and pupils since it interferes with work coverage and distorts continuity in the case of pupils. Use of the English language as a medium of instruction should be strengthened since all subjects but Kiswahili are examined in the language.

Teachers in public primary schools need to strive to complete the syllabi since this inculcates some sense of confidence to the pupils. Teachers need to encourage the pupils to perform through career training and guidance and counseling. Hard work and commitment to work in public schools should be inculcated to the teachers so that they devote their time to preparing pupils to excel in their examinations.

Parents need to provide suitable environment for learning at home so that pupils do not find problems in doing their homework. Teachers in public primary schools should make their presentations interesting to attract pupils and motivate them to go for higher scores.

Teachers in public primary schools should uphold professional ethics in teaching. They need to explain teaching material adequately to make pupils follow them systematically. Public schools need to provide breakfast for their pupils. There is need to make use of textbooks which are available in public schools. This is because performance in these schools does not show the importance of the books provided by the government. Adult education classes need to be strengthened in all areas so as to have literate parents who can assist their children with education. Teachers' presentations need to be improved in public primary schools to yield higher scores in national examinations compared to their counterparts in private schools.

### 5.4 Recommendations

The following were recommendations made from the study;

1. The government of Kenya has committed itself to develop sector policies and implementation strategies that will ensure the provision of relevant and quality

education. There is need to put up more equipped and well staffed schools in the division to alleviate academic standards in public schools. More public schools should be put up to reduce the distance pupils' travel to and from school.

2. Absenteeism of pupils should be discouraged to improve on contact hours in public schools. This can be done by involving the parents in the running of primary schools through meetings to enable them know the effect of absenteeism on the performance of the child. Absenteeism of teachers need to be addressed through improved inspection and supervision by all stakeholders involved. In-service of teachers in public primary schools need to be strengthened to update teachers on emerging issues such as curriculum change and improvement on lesson presentation techniques.
3. School-feeding programme should be expanded to cover all children in needy areas. This will bring uniformity among children from different socio-economic backgrounds.
4. Adult education programmes should be strengthened to enable parents who did not go to school acquire basic educational skills. This will enable them assist their children in homework. It is incumbent on the school authorities in public schools to ensure that children have access to books. There are many books in school stores yet pupils do not access them. Head teachers together with other school administrators play a significant role in the implementation of government policies on education. The selection of Head teachers should be on merit so that they act as role models to other teachers in public schools. They are supposed to be the internal supervisors and when they fail then the whole system would fail.

## 5.5 Suggestions for further research

There were pertinent issues that this study was not able to address due to its scope. In view of this the following are recommended for further research;

a) Studies similar to this one on determinants of academic achievement in public and private primary schools in other districts should be done.
b) A study that will use the input-output model similar to this one but use per subject performance should be done.
c) Studies be carried out that will use the input-output approach at secondary or tertiary levels.
d) The impact of parental education on pupil academic performance need to be carried out.
e) The role of privatization in provision of quality education in primary schools.

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## APPENDICES

**APPENDIX I: Ministry of Education Trans-Nzoia West District Saboti Divisional Mock Results Term Two 2007**

| | SCHOOL | TYPE | ENTRY | MEANSCORE |
|---|---|---|---|---|
| 1 | Kitalale preparatory | Private | 43 | 328.89 |
| 2 | St Mathew Academy | Private | 40 | 328.08 |
| 3 | Lukosi Primary | Public | 50 | 300.25 |
| 4 | Progressive Academy | Private | 21 | 295.62 |
| 5 | Saboti DEB | Public | 61 | 294.95 |
| 6 | Moss Academy | Private | 34 | 292.00 |
| 7 | Mima academy | Private | 34 | 289.00 |
| 8 | Tuyoo- Kony | Public | 59 | 287.94 |
| 9 | Sukwo Primary | Public | 55 | 278.67 |
| 10 | Sikinwa Primary | Public | 84 | 269.00 |
| 11 | Kitaleel | Private | 52 | 268.43 |
| 12 | Sikulu Primary | Public | 33 | 264.48 |
| 13 | Kissawai Primary | Public | 70 | 258.49 |
| 14 | Kinyoro Primary | Public | 87 | 258.04 |
| 15 | Machewa Primary | Public | 68 | 255.36 |
| 16 | Lukesi Primary | Public | 28 | 250.11 |
| 17 | Cheptumbelio Primary | Public | 28 | 249.29 |
| 18 | Gitwamba Primary | Public | 94 | 244.33 |
| 19 | Teldet Primary | Public | 63 | 243.14 |
| 20 | Muroki Primary | Public | 71 | 241.00 |
| 21 | Lungai Primary | Public | 75 | 238.97 |
| 22 | Makhele Primary | Public | 31 | 236.29 |
| 23 | Koykoy Primary | Public | 69 | 235.51 |
| 24 | Sango Primary | Public | 57 | 233.61 |
| 25 | Luanda Primary | Public | 40 | 232.77 |
| 26 | Mwitha Primary | Public | 47 | 228.79 |
| 27 | Kapretwa Primary | Public | 40 | 228.23 |
| 28 | Mengo Primary | Public | 31 | 226.77 |
| 29 | Kipsagam Primary | Public | 39 | 223.11 |
| 30 | Mt. Elgon Primary | Public | 63 | 220.52 |
| 31 | Chebukaka Primary | Public | 47 | 219.42 |
| 32 | Chemichemi Primary | Public | 52 | 215.19 |
| 33 | Lukhome primary | Public | 69 | 214.02 |
| 34 | Mulembe primary | Public | 24 | 211.46 |
| 35 | Pango Primary | Public | 29 | 196.48 |
| **Total** | | | **1398** | **8858.22** |
| **Mean Score** | | | | **253.092** |

**Source: Divisional Education office- Saboti**

**APPENDIX II: Ministry of Education Trans- Nzoia West District Year 2007 K.C.P.E Results Analysis – Saboti Division**

| | SCHOOL | TYPE | ENTRY | MEANSCORE |
|---|---|---|---|---|
| 1 | Kitalale preparatory | Private | 43 | 328.89 |
| 2 | St Mathew Academy | Private | 40 | 328.08 |
| 3 | Lukosi Primary | Public | 50 | 300.25 |
| 4 | Progressive Academy | Private | 21 | 295.62 |
| 5 | Saboti DEB | Public | 61 | 294.95 |
| 6 | Moss Academy | Private | 34 | 292.00 |
| 7 | Mima academy | Private | 34 | 289.00 |
| 8 | Tuyoo- Kony | Public | 59 | 287.94 |
| 9 | Sukwo Primary | Public | 55 | 278.67 |
| 10 | Sikinwa Primary | Public | 84 | 269.00 |
| 11 | Kitaleel | Private | 52 | 268.43 |
| 12 | Sikulu Primary | Public | 33 | 264.48 |
| 13 | Kissawai Primary | Public | 70 | 258.49 |
| 14 | Kinyoro Primary | Public | 87 | 258.04 |
| 15 | Machewa Primary | Public | 68 | 255.36 |
| 16 | Lukesi Primary | Public | 28 | 250.11 |
| 17 | Cheptumbelio Primary | Public | 28 | 249.29 |
| 18 | Gitwamba Primary | Public | 94 | 244.33 |
| 19 | Teldet Primary | Public | 63 | 243.14 |
| 20 | Muroki Primary | Public | 71 | 241.00 |
| 21 | Lungai Primary | Public | 75 | 238.97 |
| 22 | Makhele Primary | Public | 31 | 236.29 |
| 23 | Koykoy Primary | Public | 69 | 235.51 |
| 24 | Sango Primary | Public | 57 | 233.61 |
| 25 | Luanda Primary | Public | 40 | 232.77 |
| 26 | Mwitha Primary | Public | 47 | 228.79 |
| 27 | Kapretwa Primary | Public | 40 | 228.23 |
| 28 | Mengo Primary | Public | 31 | 226.77 |
| 29 | Kipsagam Primary | Public | 39 | 223.11 |
| 30 | Mt. Elgon Primary | Public | 63 | 220.52 |
| 31 | Chebukaka Primary | Public | 47 | 219.42 |
| 32 | Chemichemi Primary | Public | 52 | 215.19 |
| 33 | Lukhome primary | Public | 69 | 214.02 |
| 34 | Mulembe primary | Public | 24 | 211.46 |
| 35 | Pango Primary | Public | 29 | 196.48 |
| | | **Total** | **1398** | **8858.22** |
| | | | **Mean Score** | **253.092** |

**Source: Divisional Educational Office- Saboti**

**APPENDIX III: INTRODUCTORY LETTER**

EMPS DEPT.
MOI UNIVERSITY
P.O. BOX 3900,
**ELDORET.**

Date:…….

TO: HEADTEACHER

…….

…….

…….

Dear sir/madam,

**RE: DETERMINANTS OF ACADEMIC ACHIEVEMENT IN PUBLIC AND PRIVATE PRIMARY SCHOOLS**

I am an M.phil student in Moi University taking Educational planning. I intend to carry out a research on the determinants of academic achievement in public and private primary schools in Saboti Division. Your school has been selected to participate in the study. By giving your views and comments towards this subject, you will be contributing to ways of assisting our schools improve in performance. You are kindly requested to read and answer the items in the questionnaire at your earliest convenience. Information provided will be treated with utmost confidentiality and will not be used for other purposes besides this study.

Thanking you in advance,

Yours faithfully,

LAWENDI P. CHEPKORIA
MOI UNIVERSITY
P.O. BOX 3900,
**ELDORET.**

**APPENDIX IV: PUPIL QUESTIONNAIRE**

Dear Pupil,

You have been selected to provide information on your school and your home. This information is used for purposes of this study alone. No information will be made available to any other person as confidentiality will be maintained. Do not write your name in any part of the questionnaire. There is no right or wrong answer, just provide appropriate answers.

Yours faithfully,

LAWENDI P. CHEPKORIA
MOI UNIVERSITY,
ELDORET

## APPENDIX V: HEADTEACHERS QUESTIONNAIRE

### SECTION A: SCHOOL BACKGROUND/INSTITUTIONAL FACTORS

The rating scale has been designed to help you evaluate your school in general. Use it where possible.

1. What is the name of your school? _____
2. Tick where appropriate for your school.
   - Public { }
   - Private { }
3. Type of school
   - Mixed day { }
   - Mixed boarding { }
   - Girls day { }
   - Girls boarding { }
   - Boys day { }
   - Mixed day and boarding { }
4. How many candidates do you have in standard eight this year 2007?_____
5. How many of the candidates are boys? _____
6. How many of the candidates are girls? _____
7. What was your school mean score in 2006 KCPE examinations? _____
8. Please indicate the number of text books you have for each subject.

| **Subject** | **no. of textbooks** |
|---|---|
| English …….. | |
| Kiswahili …… | |
| Mathematics …… | |
| Science……..... | |
| Social Studies……. | |

9. How adequate are the teaching and learning materials in the following subjects in your school?

**English**

Very inadequate 1 2 3 4 5 Very adequate

**Mathematics**

Very inadequate 1 2 3 4 5 Very adequate

10. Tick the infrastructure available in your school.
    - Head teacher's office { }
    - School store { }
    - School library { }
    - Toilets { }
    - Water { }
    - Electricity { }

11. Comment on the condition of the infrastructure available in your school.
    Very poor 1 2 3 4 5 Excellent

**SECTION B: TEACHER FACTORS**

1. a) How many teachers do you have in your school?

   b) Please provide their academic qualifications

| ACADEMIC QUALIFICATIONS | NO OF TEACHERS |
|---|---|
| KCPE | |
| KCSE | |
| KACE | |
| OTHERS | |
| TOTAL | |

c) Indicate the number of teachers according to professional qualifications in your school.

| PROFESSIONAL QUALIFICATIONS | NO. OF TEACHERS |
|---|---|
| Untrained | |
| P2 | |
| P1 | |
| ATS | |
| Diploma | |
| Graduate | |
| TOTAL | |

2. How often do you organize in- service for your teachers?
   Seldom 1 2 3 4 5 Very often
3. How often do you organize staff meetings?
   Seldom 1 2 3 4 5 Very often
4. How often do your teachers prepare lesson notes?
   Seldom 1 2 3 4 5 Very often
5. If yes in (14) above, how often?
   Daily { }
   Weekly { }
   Monthly { }
   Termly { }
6. How often do your teachers attend morning assembly?
   Seldom 1 2 3 4 5 Very often
7. How often do your teachers come to school to teach?
   Seldom 1 2 3 4 5 Very often

8. How do you rate your teachers' punctuality to class?
   Very poor 1 2 3 4 5 Excellent
9. Which language do your teachers use in teaching?
   - Local { }
   - English { }
   - Kiswahili { }
   - Mixture { }

10. Teachers have completed syllabuses in all subjects.
    Strongly Disagree 1 2 3 4 5 Strongly Agree
11. Teachers encourage you in studying.
    Strongly Disagree 1 2 3 4 5 Strongly Agree
12. Describe your teachers work habit in school
    Very lazy 1 2 3 4 5 Very hardworking

**SECTION C: PUPIL / PARENTS CHARACTERISTICS**

Use the rating scale to evaluate your teachers' and parent's responsibilities in your academic achievement. Respond by circling a number value for each item on this scale that you believe best evaluates your teachers and parents. Do not circle more than one number for each item in this scale.

Tick the box against the appropriate answer.

1. What is your age?
   - 10-11 years { }
   - 12 – 13 years { }
   - 14 – 15 years { }
   - Above 16 years { }

2. Do you stay in school?
   - Yes { }
   - No { }

   If yes skip question 3 and 4
3. If no how far is your home from school?
   - Very near (less than 1km) { }
   - Near (Between 1km and 2km) { }
   - Far (between 3km and 5km) { }
   - Very far (more than 5km) { }

4. If No, how do you reach school?
   - Walking { }
   - By Bicycle { }
   - By Matatu { }
   - By School bus { }

5. How regular do you attend classes?
   Very irregular 1 2 3 4 5 Very regular

6. What language do you commonly use in class among yourselves?

| | |
|---|---|
| Local | { } |
| English | { } |
| Kiswahili | { } |
| Mixture | { } |

7. How often do you enjoy your teacher's lessons?

Seldom 1 2 3 4 5 Very often

8. Do you get assistance in your studies at home?

| | |
|---|---|
| Yes | { } |
| No | { } |

9. If yes, who assists you?

| | |
|---|---|
| Mother | { } |
| Father | { } |
| Brother | { } |
| Sister | { } |

10. You have enough time at home for home work.

Strongly disagree 1 2 3 4 5 strongly Agree

11. How interesting is your teachers' teaching presentations?

Very boring 1 2 3 4 5 Very interesting

12. How do you assess your teachers' ability to explain learning material?

Very poor 1 2 3 4 5 Excellent

13. Do you take breakfast before going to school?

| | |
|---|---|
| Yes | { } |
| No | { } |

14. Have you been provided with textbooks by your parents?

| | |
|---|---|
| Yes | { } |
| No | { } |

15. What is the educational level of your mother?

| | |
|---|---|
| Did not go to school | { } |
| Primary level | { } |
| Secondary level | { } |
| Tertiary level | { } |

16. What is the educational level of your Father?

| | |
|---|---|
| Did not go to school | { } |
| Primary level | { } |
| Secondary level | { } |
| Tertiary level | { } |

17. Parents have problems in paying fees?

Strongly Disagree 1 2 3 4 5 Strongly Agree

18. Pupils always come to school late.

Strongly disagree 1 2 3 4 5 strongly Agree

19. Absenteeism is a serious problem in the school

Strongly disagree 1 2 3 4 5 strongly Agree

## APPENDIX VI: Ministry of Education Trans Nzoia District Year 2007 K.C.P.E Results Analysis

| SCHOOL | ENTRY | TOTAL |
|---|---|---|
| Pathfinder | 27 | 338.66 |
| Sunrise Sikhendu | 42 | 331.39 |
| Dekko Academy | 34 | 329.56 |
| Kitalale Academy | 43 | 328.89 |
| St.Mathews Academy | 40 | 328.09 |
| Kiminini Angels | 31 | 323.20 |
| Kitale Academy | 125 | 321.00 |
| Borris Edu. Centre | 24 | 320.21 |
| Lukosi | 50 | 300.25 |
| Progressive Academy | 21 | 295.62 |
| Saboti D.E.B | 61 | 294.95 |
| Moss Academy | 34 | 292.00 |
| Namawanga | 60 | 291.95 |
| Nyamira | 45 | 289.17 |
| Mima Academy | 34 | 289.00 |
| Tuyoo-Kony | 59 | 287.94 |
| Cheptarit | 43 | 295.98 |
| Sharti Child .C. Unit | 28 | 281.78 |
| Kiminini Joi Academy | 17 | 279.00 |
| Sukwo | 55 | 278.67 |
| Nabunga | 46 | 278.39 |
| Rassa Academy | 68 | 276.04 |
| Makindu | 37 | 273.30 |
| Sikinwa | 84 | 269.00 |
| Nyasi | 49 | 268.88 |
| Mabonde | 49 | 268.63 |
| Kataleel | 52 | 268.43 |
| Birunda | 88 | 266.95 |
| Waitaluk | 38 | 265.11 |
| Sikulu | 33 | 264.48 |
| Kikwamet | 37 | 264.16 |
| Baraton | 52 | 262.17 |
| Mososiot | 51 | 259.73 |
| Big Tree | 41 | 259.70 |
| Makiori Academy | 15 | 259.27 |
| Amagoro | 47 | 259.17 |
| Kissawai | 70 | 258.49 |
| Kinyoro | 87 | 258.04 |
| Misemwa | 61 | 255.67 |
| Machewa | 68 | 255.36 |
| Nakwanga | 44 | 254.84 |
| Mitoto | 70 | 250.33 |
| Lolkeringet | 25 | 250.16 |
| Lukesi | 28 | 250.11 |
| Cheptumbelio | 28 | 249.29 |
| Kiungani | 56 | 248.98 |
| Grassland | 44 | 245.72 |
| Wekhonye | 65 | 245.09 |
| Sirende | 66 | 244.89 |
| Milele | 76 | 244.45 |
| Gitwamba | 94 | 244.33 |
| Kiminini | 90 | 243.9 |
| Mufutu | 114 | 243.89 |
| Jeldet | 63 | 243.14 |
| Exodus Academy | 55 | 242.19 |

| | | |
|---|---|---|
| Meso | 40 | 242.03 |
| Imani | 37 | 241.87 |
| Nabiswa | 24 | 241.67 |
| Kapkoi Sisal | 52 | 241.38 |
| Muroki | 71 | 241.00 |
| Masaba | 140 | 240.93 |
| Sikhendu | 88 | 240.59 |
| Mwencha Academy | 27 | 240.07 |
| Matisi | 83 | 240.06 |
| Kahuho | 29 | 239.90 |
| Kibagenge | 68 | 239.09 |
| Lungai | 75 | 238.97 |
| Ghalicha | 33 | 237.67 |
| St. Veronica | 48 | 236.68 |
| Makhele | 31 | 236.29 |
| Koykoy | 69 | 235.51 |
| Farm Prison | 45 | 235.97 |
| Sabata | 36 | 234.63 |
| Mucharage | 37 | 233.89 |
| Sango | 57 | 233.61 |
| Luanda | 40 | 232.77 |
| Namanda | 85 | 232.08 |
| Wamuini | 64 | 231.33 |
| Namgoi | 80 | 230.05 |
| Mitoni Mitatu | 61 | 228.98 |
| Konoin | 28 | 228.82 |
| Mwitha | 47 | 228.79 |
| Kapretwa | 40 | 228.23 |
| Mengo | 31 | 226.77 |
| Kaptien | 41 | 223.48 |
| Kipsagam | 39 | 223.11 |
| Mt. Elgon | 63 | 220.52 |
| Wehoya | 80 | 220.20 |
| Modern Academy | 15 | 220.20 |
| Chebukaka | 47 | 219.42 |
| Chemichemi | 52 | 215.19 |
| Kabuyefwe | 108 | 215.1 |
| Simatwet | 44 | 214.86 |
| Bikeke | 145 | 214.70 |
| Lukhome | 69 | 214.6 |
| Toror | 42 | 214.02 |
| Mulembe | 24 | 211.46 |
| Nyabomo | 37 | 210.02 |
| Mokoywet | 116 | 209.44 |
| Machungwa | 73 | 209.04 |
| Rafiki | 69 | 206.156 |
| Lumuli | 17 | 201.35 |
| Pango | 29 | 196.48 |
| | | |
| **Totals** | **3497** | **1509** |
| **M.S.S** | | **251.59** |

**Source: District Education Office, Trans-Nzoia West.**

**APPENDIX VII: RESEARCH PERMIT**

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. PATRICK CHEPKORIA LAWENDI

of (Address) MOI UNIVERSITY P.O. BOX 3900 ELDORET

has been permitted to conduct research in.....Location,

TRANS-NZOIA DISTRICT.....District,

RIFT VALLEY.....Province,

on the topic DETERMINANTS OF ACADEMIC ACHIEVEMENT: A CASE STUDY OF PUBLIC AND PRIVATE PRIMARY SCHOOLS IN SABOTI DIVISION OF TRANS-NZOIA DISTRICT, KENYA

KENYA

for a period ending 31st JANUARY, 20..0.8..

PAGE 3

Research Permit No. MoST13/001/37C 713

Date of issue 31st OCTOBER, 2007

Fee received SHS 500

M. C. ONDIEKI

Applicant's Signature

FOR: Permanent Secretary
Ministry of Science and Technology

PERMANENT SECRETARY MINISTRY OF SCIENCE AND TECHNOLOGY

FOR PERMANENT SECRETARY MINISTRY OF SCIENCE AND TECHNOLOGY

**APPENDIX VIII: RESEARCH AUTHORIZATION FROM THE DISTRICT COMMISSIONER TRANS NZOIA WEST DISTRICT**

**REPUBLIC OF KENYA**
**OFFICE OF THE PRESIDENT**

Telegraphic Address:
Telephone: 054-30720
Fax No:054 - 31617
When replying please quote

THE DISTRICT COMMISSIONER
TRANS NZOIA WEST DISTRICT
P.O. BOX 11
**KITALE.**

REF.NO. ADM:15/8/VOL.111/(46)

DATE: 14th November, 2007

Patrick Chepkoria Lawendi,
Moi University,
P. O. Box 3900,
**NAIROBI.**

**RE: RESEARCH AUTHORISATION**

You have been authorized to conduct your research on "Derterminants of Academic Achievement: A case Study of Public and Private Primary Schools in Saboti Division of Trans Nzoia West" for a period ending 31st January, 2007.

Please contact the District Education Officer, Trans Nzoia and the District Officer for assistance.

Thank you.

(C. J. ONCHOKA (MRS)
FOR: DISTRICT COMMISSIONER
**TRANS NZOIA WEST**

c.c.

District Education Officer,
Trans Nzoia District,
**KITALE.**

District Officer,
**SABOTI DIVISION.**

## APPENDIX IX: RESEARCH AUTHORIZATION FROM THE DISTRICT EDUCATION OFFICER

Telegrams:.....
Telephone: Kitale 054-31653
Fax: 054-31109
When replying please quote

TN/ED/GEN/84

DISTRICT EDUCATION OFFICE
TRANS NZOIA DISTRICT
P.O. BOX 659,
**KITALE**

13TH November, 2007

To:
All Principals,
**Secondary Schools,**

Head teachers,
**Primary Schools.**

**RE: RESEARCH AUTHORIZATION**

This office has given Mr. Lawendi C. Patrick permission to conduct research in Trans Nzoia effect up to 31st January 2008 – research topic is –"Determinants of Academic Achievements in Saboti Division"

Please assist him to carry out the research.

Thank you.

Kalenda W. Simiyu,
For: DISTRICT EDUCATION OFFICER,
**TRANS NZOIA WEST.**

/da.