

**CAUSES OF THE DIFFERENCES IN ACADEMIC PERFORMANCE AMONG
STUDENTS IN PRIVATE AND PUBLIC SECONDARY SCHOOL IN
MACHAKOS DISTRICT**

BY

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ABSTRACT

The existing evidence on how the characteristics of schools in developing economies, including whether they are publicly or privately administered, affect students' acquisition of cognitive skills is surprisingly mixed. The effect of educational policies in general on learning in developing countries is poorly understood, as a recent survey on the topic conceded that "most of what has been learned has been methodological" rather than substantive. The purpose of the study was to determine the causes of the differences in academic performance among secondary school students from private and public primary schools in Machakos District. The study was based on the descriptive research design. The target population of this study was the nine head teachers and 180 teachers in the nine secondary schools in Machakos District. The study employed purposeful sampling was used to select ten teachers from each school giving a sample of 90 teachers. The researcher used a questionnaire as primary data collection instrument. The questionnaire was administered through drop and pick method to the principals and the teachers in the schools. Secondary data involved documentary analysis Tables and other graphical presentations as appropriate were used to present the data collected for ease of understanding and analysis. The study concludes that success in secondary school depends more on positive attitude. Teaching and learning materials (wall pictures, chalk and chalkboards, maps, atlases, charts and magazines) affected the performance of students in the school to a great extent. The study concludes that teacher factors influenced the academic performance to a very great extent. Pupils enjoy their teachers' lessons and help with their studies and homework at home affected academic performance in the school to great extent. The study recommends the stakeholders in secondary school to have positive attitude. The teachers need to be motivated. The study recommends the teachers to complete the syllabus, to be concerned about the children's understanding of the lessons. The study recommends the parents to provide breakfast, provide basic needs to the pupils.