AN INVESTIGATION OF EMPLOYMENT PROBLEMS OF TRAINED PRIMARY SCHOOL TEACHERS IN PRIVATE PRIMARY SCHOOLS IN KENYA.

(A Case of Central Division of Kirinyaga District).

BY

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DECLARATION

This is my original work and has not been presented for a degree award or any other university programme in any other university or college either in part or as a whole.

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DEDICATION

This work is dedicated to my parents Mzee Ndogo Njagi and Mary Wanjiku who gave me a lot of encouragement and moral support when I needed it most, to my sweetheart Elizabeth and my two daughters Mary and Sarah, who have been a great source of inspiration.
ACKNOWLEDGEMENT

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To all of you may God almighty bless you
ABSTRACT

Unemployment is a major issue in this country and if care is not taken, this might bring a lot of chaos in the nearby future. Due to large numbers of trained and qualified personnel in all sectors in the economy, it has not been possible for the government to offer employment to all its deserving citizens. Among the qualified lot in the country who are unemployed are the teachers. The private sectors in the country are trying to offer some limited job opportunities to many qualified Kenyans in all the sectors. The entrepreneurs in this country, have decided to try their hand in business by building schools hence providing job opportunities to many unemployed teachers.

The job offer to teachers in private schools is a very positive gesture but it does not take very long for them to start lamenting because of the myriad problems they face thereafter. The researcher investigated majority of these problems and documented them and also recommended some ways forward.

When an employee working environment is not very conducive, the output is always very low and therefore it is important to know the main cause of dissatisfaction of teachers in these schools because to some of them the morale is very low and their mode of service delivery is very poor.
The main objective of this study was to unravel the many problems and dissatisfactions faced by the teachers in these schools and come up with possible and quick solutions to them. The problems affecting the teachers were highlighted, possible solutions were sought and mistrust between the school owners and the teachers will now be a thing of the past if the recommendations given by the researchers will be upheld by the stakeholders. The study revealed that variables which causes a lot of dissatisfactions are the salary, work itself, job security, recognition supervision, interpersonal relationship, administration policy. The researcher used structured and semi-structured questionnaires and face to face interview as a data collection tools.

The exploratory research design was used because this was a relatively new area of study and it satisfied the researchers curiosity and desire to better understand the working environment of the private schools. The population was the total number of trained teachers in these schools and a sample of this population was obtained through non-random sampling method. The reasons for this are explained elsewhere in the project. Data collected was analysed through descriptive statistics by the researcher.
The recommendations given by the researcher were that the government should set up a minimum wage for trained teachers working in private school, that the teachers in private schools should have a national trade union to cater for their needs, that there should be a time limit for the work and anything beyond that, an overtime to be paid.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

In the year 1998 the government of Kenya decided to freeze the employment of all teachers in the country. All teachers in this case meant that the T.S.C. a body mandated by the laws of the country to employ teachers was to stop employing them. This information is contained in the ministerial Budget speech (1998/1999 financial year, Daily Nation 12th June 1998.)

After this decision by the government, it then followed that those teachers leaving college had nowhere to get job other than the private schools.

Mutual companies provide ways of pooling small funds and of investing them by persons presumably having unusual competences in business and financial affairs but now the individual investor is not making the major investment decisions. (Neil 1973).

In the last decade or so, Kenyan’s have had to contend with hard economic situations leading to increased level of unemployment and poverty. For instance Agriculture which is the backbone of the country economy supporting the majority of the population as over the years been performing below its potential mainly because of low productivity due unfavourable weather conditions,
instability in major agricultural marketing organizations, political instability in main exporting countries etc. Due to this, over the last two years presiding the 1999-2000 fiscal year the sector registered a growth of 1% per annual overall the economy has been experiencing a further slowdown in growth (Budget speech 1999/2000)

This had the implication that the purchasing power of the majority of the people was seriously affected negatively. This trend has actually taken a routine ear after year and the level of unemployment has actually short up uncontrollably. The few employment opportunities which arises are snatched very fast and because of this fact those who offer the job are very inconsiderate and they don’t mind the plight of their teachers employees. If for example; the researcher took the period 1995-1999 fiscal years it is evident that while the population continued to grow the real GDP growth (%) continued to fall while per capita income (US$) rose slightly and then fell.
Table 1.1 below shows the population growth, real GDP growth (%) and per capita income (US $) for each respective year.

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<td>People in million</td>
<td>27.5</td>
<td>28.2</td>
<td>28.9</td>
<td>29.6</td>
<td>30.3</td>
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<td>2.7</td>
<td>2.6</td>
<td>2.5</td>
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<td>Real GDP Growth (%)</td>
<td>4.8</td>
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(SOURCE: MONTHLY ECONOMIC REVIEW; JAN 2000)

From the table above it is clear that the population trend continue rising while all the other variables continue on a downward trend. With this kind of economy, the unemployment rate has to keep on rising and the situation is no different from what it is today. In its effort towards the economy recovery the government adopted the structural adjustment programmes(SAP’S) initiated by the International Monetary fund ( IMF). One of the recommendations was to initiate the process of economic liberalization; with it, the amount of Government intervention was significantly minimized. This increased level of competition in all sectors of the economy due to the entry of new players in the
field. This led to closure of very many firms for example the textile industries. The results are that a lot of unemployment and so many employment problems for those lucky to get the limited vacancies because out there so many of their colleagues are ready for the job in case of anything. In the teaching fraternity this has not been left isolated and when the private school owners employ the trained teachers, they mistreat them because they know that their unemployed colleagues are more than the employed ones.

The dissatisfactions and problems faced by these teachers are believed to originate from the following variables as noted by (Adair 1990) Recognition, salary, status, job security, working conditions, work itself, supervision, interpersonal relations, responsibility etcetera.

The private school owners are also known to make many unfulfilled promises. According to K.U. open learning, SHS (MS-2 module managing men Block 3 2002) pp39 it notes that “making promises that are are not fulfilled, encouraging groupism and appealing to the patriotic sense in time of national crisis may also have demotivating effect, when employees perceive such behaviour, they naturally cease to work and lose interest in the same”.

All these variables which causes demotivation to employees in general are also the same problems the teachers face in their respective schools of working, as it has been revealed by the research.

The aims of this research project was to unravel the main problems or causes of dissatisfaction faced by the teachers in private primary schools and come up with possible suggestions and some quick solutions to these problems.

1.2 Statement of the problem.

Following the above discussion, it is notable that private entrepreneurs are doing good work by building schools and consequently offering jobs to the many unemployed teachers who would otherwise be jobless. However, there are many problems faced by these teachers in their schools and close scrutiny shows that these teachers are ever dissatisfied (Researcher 2005) compared to their colleagues in public schools.

Teachers in these private schools experiences so many problems which are never brought to limelight and therefore nobody to hear their cry and come to their help. Their salary is very poor, compared to their colleagues elsewhere. The school owners terminate their services unceremoniously whenever they air their problems. Therefore, I can say that the many problems which lead to poor
output of teachers in private schools needed to be investigated and a quick solution to be found in order to uplift their morale and also improve their output and enjoy their work like anybody else in the employment.

(Teacher E.W. Kahiu 2004 Kirinyaga Junior academy)

From the preceding background, it is evident that unemployment and employment problems are not yester year’s issue. Those people who are in employment have also their special share of problems. As noted, trained teachers working in private primary schools have their share of problems they face while doing their work. The labour turnover in private primary schools is very high and some of the trained teachers opt to stay without this valuable “piece” when it is there, the question is’, Why is it so? The research project has given an answer.

1.3 Objectives of the study

The broad objective of the study was to investigate the causes of problems and rampant trained teachers turnover in the private primary schools and suggest a possible solution to them. Specifically the study intended to: -

a) Find out whether the salary is a source of problems to these teachers

b) determine whether the working conditions are conducive in the schools
c) find out whether there is work overload in these schools  
d) establish whether teachers are recognized as the most valuable assets in these schools  
e) Find out whether coercive types of control or supervision cause the problem/dissatisfaction faced by the teachers working in these schools  
f) Document possible solutions to the many problems and forward the same to relevant stakeholders like the Ministry of Education, COTU, and Ministry of labour and any other interested party.

1.4 Research Questions

From the above objectives the study attempted the following questions;

(a) What causes the trained teachers in private primary schools to keep on shifting from one school to another unlike their colleagues in public school who stick to one school?

b) Why do School owners mistreat teachers who are supposed to be the most valuable assets to facilitate their businesses?

c) Is the work in these schools done professionally?

d) Do these school owners follow the principles of management e.g. the unit of command especially when supervising their teacher’s employees in their work?
e) Are their efforts rewarded proportionally?

1.5 Significance of the study

Teachers teaching in private schools have a right to enjoy their work like their colleagues in public schools. Their output to the education standard in the country is quite commendable despite the many anticipated problems they work under. Quoting the words of Franz Fanon in wretched of the earth (1961),

'If the building of a bridge does not enrich the awareness of those who work in it, then that bridge ought not to be built'. The findings of the study are hoped to act as a springboard to revamp the working nature and bring happiness to teachers employees working in private schools.

a) This research project will play a role in highlighting the nature of these problems and how best to address them.

b) The NARC government being crusader of human right will know the myriad problems that face this sector and find some means of streamlining it.

c) The findings of this study might attract the attentions of some labour trade union like COTU and it might interfere to fight for the rights of these teachers.
d) The study has revealed the causes of high trained teachers turnover in private schools.

e) Further, the findings can be a significant boost to the already existing body of Knowledge and provide basis for further research.

1.6 Limitations of the study

The following limitations were encountered in the course of the study:

(i) Financial constrain, it was not be possible to get as many teachers as possible but however, some of the questionnaires were forwarded to them through the A.E.O.

(ii) Majority of these schools are managed and taught by the relatives of the owners and therefore getting true information was abit difficult. To minimize this problem, the researcher came to know friends of these people teaching in other schools and they gave the information as it has been passed to them.

(iii) Time limitation, this was an issue but at time crash programme was applied.

(iv) Lack of empirical studies of a similar nature so as to enable comparison of results since this was a relatively new area of study, to access some information the researcher relied so much on the relevant stakeholders like the ministry of education, the T.S.C. the
Newspapers, the periodical journals and other sources where it was easy to get information.

1.7 Scope of the study

This study covered the central division, which is one of the division in Kirinyaga district. By the end of the year 2004 there were 40 registered private primary schools in the division. (District education office Kirinyaga, 2004). The study targeted all the private primary schools in the division with an average number of 15–20 teachers and above. Majority of these private schools have a pupils population of 200 and above (District statistic office, Kirinyaga, 2004). The population consisted all the trained teachers teaching in these schools and schools owners to some extent.

1.8 Definition of operational/central terms

*Cause* – This is that which produce an effect. In this regard cause can be a thing, situation, an event or a person that makes something happen.

*Entrepreneur* – A person who starts a firm and takes business risk in the hope of making profit.
**Employ** – To use the services of a person or group to perform work in return for pay.

**Employment** – State of being employed.

**Private school** – School not supported by government money, where education must be paid for.

**Problem** – A difficult that needs attention and thought.

**School** – A place of education for children.

**Teacher** – A person who teaches especially as a profession.

**Trained Teacher** – A person who has gone through a teachers college for specialized instruction e.g. to learn how to teach.

**Source:** Long man dictionary of contemporary English (New edition 1987).
1.9 Abbreviations

A.E.O. – Area Education Office

C.O.T.U – Central Organization Of Trade Union

D.E.O. – District Education Office

K.N.U.T – Kenya National Union Of Teachers

N.A.R.C – National Rainbow Coalition

T.S.C – Teachers Service Commission.


CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Private primary schools in Kenya have been known to exist since time immemorial. They have always been functioning hand in hand with public schools in providing education services for the citizens. In 1965 there were 111 private primary schools in Kenya and because these schools were not aided in any way, their teacher employees were basically depending on the owner of the schools for their remuneration. (World survey of education v educational policy, legislation and administration 1971, UNESCO pp 703).

Before June 1998, the government of Kenya through the T.S.C. used to employ all the teachers who were leaving colleges after graduation. But in the ministerial budget speech of the financial year 1998/1999 the minister announced that there was no more employment of teachers. This is when the teachers started looking for teaching job. This clearly indicate that this issue of massive employment of teachers in private schools is relatively young and from the various research conducted there is nothing much about the many problems these teachers face while working in these schools. (Daily nation, 12th June 1998)
Generally, there are numerous causes of dissatisfaction in any employment setup but in some instances some causes have more weight than the others. In private primary schools, the trained teachers faces several undisclosed problems hence high turnover resulting from these dissatisfaction. Issues like poor salary and uncondusive working environment, work overload etc are some of the perceived causes of dissatisfaction in a given working situation (Adair 1990)

2.2 Employment contract and Teachers salaries

Teacher is a person who helps others achieve knowledge and skills. At least two people are involved in teaching the teacher and the learner. A good teacher provides guidance for the learner.

To be a good teacher at any level, a person must enjoy working with other people. A teacher must be able to establish good personal relations with his students. (World book encyclopedia T volume 17, 1960).

The agreement made freely between an employee is what is termed as Employment contract (Cole 1993). It requires same criteria for establishing just what is employment and what is not. It is very important for the trained teachers working in private school to understand the principle of employment contract because it can be a saviour when the school owners become very adamant.
Thomson (1981) describes employment as follows. "employment is established by the agreement between the two parties, employer and employees and this agreement is identified by the particular term ‘contract of employment’. Here what has to be stressed is that this agreement is not once for all phenomenon but the start of a developing relationship between the parties concerned’, in this case between teacher and the school owner.

Traditionally the principle obligation required by each party to employment contract are as follows: The employer is expected to pay wage, take reasonable care of the employee, treat the employee with courtesy. In this case the private school owners are all expected to treat the teacher as above. On the other side the employee teacher is expected to render a personal service that is teaching by being physically present, think reasonably in the performance of his duties, to obey reasonable instructions from his employer (school owner), act in good faith towards his employer for example not to secure employment for the purpose of running down the school and finally refrain from impeding his employers business that is a school in this case.

Teachers should always be properly remunerated and also be paid on time. The school owners must have to look at all their resources; employees representative need only consider the price of their labour. There should be both internal and
external equity in payment, as this will really boost the morale of the teachers working in this private Schools.

School owners should not wait to be pushed by the teachers from their school for better pay but it should flow out naturally depending on the ability to pay and also how other sectors are paying the labour (Bartol and Martin 1991)

2.3 Working Conditions of teachers (Health, safety and welfare).

Relationship of employer-employee was once known as master and servant. This is what seems to happen between teachers in private schools and the school owners. For the teachers to feel that their services are needed in this schools the perspective outlined above should not be emphasized. To take care of the above, the school owners and the government should adapt a system where teachers and the school owners are made aware of their personal responsibility for health and safety, and also come up with a unified enforcement agency with strong powers of sanctions. (Cole, 1993)

2.4 Historical Background of private schools in Kenya

As early as 1906 the private schools had already started penetrating the education sector in Kenya. Various religious missionaries had come up with their own school for example in 1906 church missionary society had 15 schools,
Africa Inland mission had 4 schools, Friend Africa Industrial Mission had 2 schools. Source: Kenya Blue Books, Government printer Nairobi. (ABREU,1982 pp 30). This clearly indicates that private primary school is not a yesterday's business and therefore it is very unfortunate that streamlining of operations in these schools has not been done.

2.5 Social status of teachers

Teachers are among the most respected professionals in the country. This is mainly because there is a general perception that minus a teacher, all the other professionals will not be there.

There are several factors, which affect the position of teachers in the society, (Laurey 1969). These are as follow:-

a. Salaries, this is the most significant of all the factors involved, since remuneration reflects the social valuation accorded to the teaching profession and at the same time affects it.

b. Mobility and promotion, free movement from region to region, or from one rank of the profession to another, increases the attractiveness of a profession. If many teachers leave the profession, it is evident that the conditions are unsatisfactory and status low.
c. Appointment and dismissal, complete security of tenure, public advertising of vacancies opportunities by committee, freedom to choose the schools in which one works, absence of religious in political tests are all of them attractions as well as indices to status.

d. Conditions of work, complete freedom on the part of teachers to go in and out of schools when not teaching, freedom to join professional unions or political parties, long periods of paid leave (for example sabbatical leave), easy interchange between schools or with other countries, a democratic and non attraction attitude on the part of principals supervision, inspection are all indices of professional status as well as conditions for doing truly creative work.

For teachers working in private schools, the above factors need also to be seriously addressed in order to make them feel at home in their jobs.

It is very important for the private primary schools owners to understand the concept of social capital. Social capital is the interpersonal relationship trust, empathy team spirit, and effective humanity across the functional and mechanical levels that exist in an organization. (KASNEB, 2001).
The private schools owners should always try to nurture a good relations with the way they handle teachers since this is the only way they can get the real gain on their investment.

2.6 Teachers’ Safe Guards

Teachers teaching in private primary schools should be safe guarded from injuries, compensations, liabilities and insurance. (City Education Department, 1979). There are four main areas of concern regarding the teachers’ safeguards. These are as follow:-

**Working Condition**: Safeguards and security.

It is desirable that every teacher should be a member of K.N.U.T. In the private sectors, the government should streamline the operations of private primary schools to allow the teachers working in these schools to join trade unions of their choice.

**Legal**: Liabilities and legal issues, which may arise while the teachers are doing their normal duties, should be handled by the school owner. This will boost the morale of teachers in these schools.

**Social**: Improvement – standard social amenities.

This will help to safeguard the status and security. The fringe benefit of teachers if safeguarded will also act as motivator and the teachers will deliver.
**Insurance:** Incase of death or gross injury while on duty, the owner of the school should initiate on insurance cover so as to indemnify the affected teacher in case it arises.

### 2.7 Existing gaps to be addressed by the study

After conducting the research, the following gaps were addressed:

(i) The working environment which was very unconducive will now be expected to be very conducive and very friendly such that even the teachers in public schools will be envying their colleagues in private schools.

(ii) The issue of the pay, that is poor pay, being paid on time, getting the full pay and other issues related to pay to be properly adjusted and well managed.

(iii) The government will listen to the proposals of these suffering teachers and come up with a general policy to protect, govern and manage their employment.

(iv) That the teachers will be allowed to join any trade union of their choice. This will actually improve their welfare and also their bargaining power.
(v) The future researchers will from now have a reference against which they will compare their research work with.

2.8 Critical Review of Major Issue

Human dignity is inherent from God. “What is a man that you mindful of him and the son of man that you for him: Yet you have made him little less than God, and crowned him with glory and honour. You have given him dominion over the things of your hands you have put all the things under his feet” (Holy bible Psalms 8: 4-6).

The private school owners should always know that they have a duty to provide better working conditions, as this will dignify the status of the teachers they employ and consequently their morale will go up.

A person is entitled to number of chief rights Vadassey, (1987). Among these is the right of expression, information, of association etc. This therefore requires that a teacher in private primary school have all the fundamental right to speak up if the conditions he is working under are not conducive.
2.9 Conceptual Framework of the study

Figure 2.1 below shows the conceptual framework of the study.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Outcome/Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries (underpayment)</td>
<td>Problems/Dissatisfactions Experienced by the trained teachers in private primary schools</td>
</tr>
<tr>
<td>Unconducive environment (Working conditions)</td>
<td></td>
</tr>
<tr>
<td>Work overload</td>
<td></td>
</tr>
<tr>
<td>Recognition (status)</td>
<td></td>
</tr>
<tr>
<td>Poor Supervision &amp; coercion</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher. (2005)
Dissatisfaction and problems experienced by trained primary school teachers working in private schools are believed to originate from the independent variables as shown in figure 2.1 above. These variables are explained below

a) Poor salaries/ underpayment:- The researcher anticipates that some of the causes of dissatisfaction/problems which leads to high turnover of teachers in these schools is the Poor salary (underpayment). If teachers are not well paid they will shift from one School to another looking for a better pay.

b) Unconducive working environment/poor working conditions. If the working environment is not very conducive, the teachers will be dissatisfied and hence they will keep on wandering from one school to another.

c) Recognition. If the school owners do not respect the teachers as the number one factor for the success of his school the teachers will fill undermined and hence they will turn else where they will be respected.

d) Work overload. It is perceived that in most of these school, teachers are generally overloaded and their pay does not match with the work they do. This is perceived to be another cause of dissatisfaction in these schools and consequently the teachers seeks a better option elsewhere.
After the research was conducted it was established that majority of the above independent variables leads to the many problems and dissatisfactions experienced by the trained teachers in private schools. The feedback of the questionnaire clearly indicates that these independent variables are the main cause of the teacher’s problems and turnover in these schools. These findings will assist the researcher in coming up with the final document.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The type of research design adopted for this study was exploratory research. This was because the findings of the study was used to:

i. Satisfy the researcher's curiosity and desire for better understanding of the many problems faced by the teachers in private schools.

ii. Since this is a relatively new area of study in this country, the findings will be used to test the feasibility of undertaking a large scale study.

iii. The findings of the study will be used to develop the methods to be employed in a large scale studying future

iv. Exploratory Research design was also valuable in this research project because the findings will break the new ground and also yield some insight to the research topic in future.
3.2 Target Population of The Study

The population of the study consisted the teachers teaching in private primary schools in the division. There are 20 private primary schools in this division. Due to the high rate of teacher’s turnover it was not possible to get the exact number of teachers in these schools but on average the number of teachers was between 15- 20 (D.E.O. Kirinyaga District; 2005).

3.3 Sampling Design

3.3.1 Sample Size

The population under investigation consisted all the trained primary school teachers teaching in private primary schools in the central division. However, due to time and resources constrain, the scope of this study was limited to 100 teachers.
Table 3.1: Number of registered Private Primary Schools and their teachers population in the Central Division

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>POPULATION SIZE</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trained teachers</td>
<td>Untrained teachers</td>
</tr>
<tr>
<td>1. Effort Junior</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>2. Urban Shepherd</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>3. Good Shepherd</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>4. Town Annex</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>5. Valley Road</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>6. Sky Limit</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>7. St. Francis of Assis</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>8. St John’s Academy</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>9. Maendeleo Primary</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>10. Municipality</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>11. Jufred Academy</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>12. Kamuruana Hills</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>13. Roadside</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>14. Diplomat</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>15. Kimandi Academy</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>16. Glory Complex</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>17. Kirinyaga J. Academy</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>18. Kutus Municipality</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>19. Green Cortege</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>20. Njema Fall Academy</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>253</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** D.E.O’S Kirinyaga District 2004

Non random sampling was used to select the sample population
3.3.2 Sampling Technique

Non-random sampling method was used to select the sample size in the following order:

Purposive sampling was used first in this research because it allowed the researcher to select schools that had the highest number of trained teachers. Then snowball sampling followed because after getting the number of trained teachers working in some schools it was then easy to get others who were named by the first lot and through this the researcher got all the information required. Finally the convenience sampling technique was used after the above two because the target population was easily and conveniently available and was also accessible.

3.4 Data Collection Tools

Primary data was used in this study. The researcher used the following tools for Data collection.

i. Structured and semi-structured questionnaires. This is where the researcher used the standardized questions, which were presented to the respondents, and then the respondents answered the questions while the researcher noted the answers.
ii. Structured and unstructured interviews. In this method the researcher conducted the actual interview e.g. face to face with the teachers working in the private schools and then compiled the outcome of this interview to finalize the findings.

The data collection procedure was that the researcher visited the various schools listed in table 3.1 above and distributed the questionnaires to the various trained teachers in these schools. The researcher also sought the recommendations from the respondents which were also instrumental in the final findings and recommendations of the whole project.

3.5 Data Analysis

Data collected from this research project was tabulated. The data was analyzed using standard statistical known as descriptive statistics. This is because a sample was be used as the parameter. Use of pie charts, bar graphs and percentages will be evident in the final presentations of the findings. The statistical package for social scientist (SPSS) software was also used for data analysis.

The researcher documented the many problems and dissatisfactions experienced by the trained teachers in private primary schools, the variables behind these
problems and come up with possible solutions to these problems and recommend the same to the government and any other interested parties.
4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The researcher collected the data which was mainly from the trained teachers teaching in private primary schools. The data was collected through the questionnaires which were both closed and open ended. To some extent face to face interview was also used. The areas which were mainly investigated through the above research instrument were

a) Payment issues

b) Working environment

c) Work itself that is nature of work

d) Recognition/status of trained teachers in the private primary schools

e) Supervision whether properly done or whether it is abused.

The researcher analyzed the data using descriptive statistics. Tables, Pie charts and Bar graphs were used to present and illustrate the analyzed the data.
4.2 Pilot Study

The researcher started by pre-testing the research tool. He distributed the questionnaires in private school to a small identical sample to the group that was to be studied.

This helped to ensure that questions were generating responses which were supposed to be measured and that the wording was clear and not ambiguous. It also ensured that questions were interpreted the same way by all the respondents and that the questions provoked a response. It also provided an indication of the time factor and resources implication of the study.

4.3.0 Questionnaire Response Rate.

The questionnaire response was very good. The researcher himself administered the questionnaires. He personally took majority of them to the respondent. To enable the researcher to have access to as many teachers as possible. He divided the Schools into three categories as shown in the table below.
Table 4.1: Categorization of schools according to population of trained teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Schools with trained teachers between</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>0-10</td>
</tr>
<tr>
<td>Category Two</td>
<td>11-15</td>
</tr>
<tr>
<td>Category Three</td>
<td>16-20</td>
</tr>
</tbody>
</table>

The response rate to the questionnaire was quite commendable. The Table 4.2 below shows how the respondent responded to the questionnaires.

Table 4.2: Percentage response to questionnaires

<table>
<thead>
<tr>
<th>Category of Schools depending on Teachers population</th>
<th>No. Of Questionnaire distributed</th>
<th>No of Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 0-10</td>
<td>26</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Category two 11-15</td>
<td>46</td>
<td>42</td>
<td>91.3%</td>
</tr>
<tr>
<td>Category three 11-10</td>
<td>28</td>
<td>25</td>
<td>89.3%</td>
</tr>
</tbody>
</table>
4.3.1 Background Information of the respondent.

For a better understanding of the response from the respondent, background information of respondent was important. The study shows that majority of them have K.C.S.E Certificate of education and a few of them have advanced certificate of education. This clearly indicates that most of these teachers have a better understanding of what they want as professionals. Professionally all of them have P1 teachers certificate. The background information also reveals that most of these teachers have worked in more than one school since they left colleges.

From 93 respondents who responded 79 (84.9%) teachers indicated that they have been out of employment for over 2 years and hence circumstances forced them to be doing what they do.

The background information also reveals that 80(80.02%) of the respondent have worked in more than two schools since they left college. This was a clear indication that their working situation was not very conducive hence shifting from one school to another.
4.4.1 Salary Issues

To establish whether the salary is a main factor which causes problems and dissatisfaction to trained teachers working in private primary schools, the respondent were asked to state whether

- The pay is fair or not
- Whether they are paid on time or not
- Whether they are paid full amount or in piece rate.

The study has established that of the 93 respondents who responded only 3 were comfortable with the salaries they get 88 felt that they were neither affected by the pay in any way.
The following pie chart illustrate the issue of salaries more clearly

- 88 negative 341 degrees
- 3 positive 11.6 degrees
- 2 others 7.4 degrees

From the study it is clear that salary issue is a major problem affecting the trained teachers working in private primary schools.

Salary issue comes out very strongly as the major factor which causes problems and dissatisfaction to majority of teachers. This is clearly established by the study because all the questions investigating payment issues were all responded to. The response to the issue of salary by the respondent is clearly illustrated by the table 4.3 below.

**Table 4.3; Salary issue response.**

<table>
<thead>
<tr>
<th>Salary Issue</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether paid on time or not on time</td>
<td>93</td>
<td>100%</td>
</tr>
<tr>
<td>Whether well paid or poorly paid</td>
<td>93</td>
<td>100%</td>
</tr>
<tr>
<td>Whether paid full or on installments</td>
<td>93</td>
<td>100%</td>
</tr>
<tr>
<td>Whether paid or not paid over time</td>
<td>93</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.4.2 Working Condition

From the findings, it is clear that working condition was not a major issue that affect the teachers. The researcher used the following areas to investigate whether working condition was a source of problems to teachers in the private schools.

- The relationship between the school owner and the teachers.
- Whether the working environment was conducive or not.
- The issues of administration
- Whether the schools were run by professionals

The response was presented in the table 4.4 below.

**Table 4.4: Working condition related issues**

<table>
<thead>
<tr>
<th>Working condition related issues</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working relationship between the teachers and the school owner</td>
<td>5</td>
<td>5</td>
<td>90</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>Working condition</td>
<td>2</td>
<td>16</td>
<td>69</td>
<td>6</td>
<td>93</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td>78</td>
<td>15</td>
<td>-</td>
<td>93</td>
</tr>
<tr>
<td>Professionalism in School management</td>
<td>-</td>
<td>50</td>
<td>10</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>Accumulative number in each condition</td>
<td>7</td>
<td>149</td>
<td>204</td>
<td>12</td>
<td>372</td>
</tr>
</tbody>
</table>

From the table, it can be observed that the work conditions related issues are not a main cause of problems affecting the teachers. T
The study has established that working conditions was found to be fairly good and hence not a cause of problem dissatisfaction.

Cumulatively the working condition in these schools can be represented graphically as shown below:

![Bar graph 4.2: Summary of the investigated variables](image)

From the bar graph above it is clear that majority of the trained teachers indicated that on general terms the work conditions related issues is fair. This means that working environment is not a big issue and therefore not an unemployment problem to these teachers.
4.5.0 Work overload

The study has established that majority of the teachers in private schools are overloaded. Possibly this is because the school owners do not want to employ enough teachers because of the wage bill. Since majority of these schools are run as business entities, the owners want to maximize their profit while mistreating the teacher.

The response to this issue investigating the nature of work is illustrated by the pie chart below.

![Pie chart](image)

**Pie chart 4.2: Position of work overloads among trained teachers in private primary schools.**

Out of 93 respondents who responded 84 of them said that they were overloaded hence a problem in the employment while the rest that is 9 said that to them work overload was not an issue so long as they were paid.
It is also clear from the findings that majority of the teachers if given a chance will automatically shift to T.S.C. The researcher asked the respondent (teachers) whether they would prefer the T.S.C. as an employer given a chance. Of the 93 teachers who responded; 90 (97%) said yes while the remaining 3 (3%) said that they were comfortable with the current employment. The table 4.5 below shows how they responded given chance.

Table 4.5: Teachers response of chances to be employed by T.S.C.

<table>
<thead>
<tr>
<th>Response</th>
<th>Chance to be T.S.C Employee</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90</td>
<td>97%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>93</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table, the researcher can clearly say that there is a problem with the work in private primary schools. Teachers are generally overloaded, or that just a few of them enjoy their work in these schools. Therefore the study has actually revealed that this is a problem and a solution need to be sought. The researcher has given the solution to this problem in the next chapter in form of recommendations.

Reasons given by the teachers whom the researcher interacted with as to why they would like to shift from their current job were as follows.
• In T.S.C. there is autonomy. T.S.C. employees have unlimited freedom
• There is no harassment
• There is only one centre of power, that is the headteacher unlike in private schools where all the relatives of the school owner have powers over the teachers.
• At least there is a professional touch in the management of the School.
• Teachers employed by the T.S.C. are not seen as liabilities but as the most valuable asset to make the school a success.
• Job security is almost 100%

All the above reasons if turned around becomes the many problems the trained teaches face while working in the private primary schools.

4.5.1. Recognition/Status

The researcher also wanted to find out whether the trained primary school teacher would like to be recognized by their school owners. The findings indicated that 90 (98%) answered in affirmative pointing that they should have a national trade union while the rest that is 3 (2%) were the only lot who felt that
a national trade union like K.N.U.T will bring problems to them so they were uncomfortable with it.

The sum total of the respondent in this issue of investigation is represented in the form of a pie chart below.

![Pie Chart](image)

**Pie chart 4.3: The position of trained teachers in private primary school and issue of formation of a national trade union**

From the pie chart above it is apparent that the majority of the trained teachers welcomes the idea of a national body to speak on their behalf. This they say is because the national body can pressurize the private school owner to behave and also to correct them when they wrong or mistreat the teachers.

These findings can be attributed to the fact that trained teachers are seriously misused and they are not able to speak with one voice. This is the only solution to their myriad problems and to them it should be implemented immediately.

**4.5.2. Supervision**

In any working environment, supervision is very important. It is through
supervision that the management comes to know the performance of the employees in the corporate world. In the teaching fraternity the head teacher is the eye of the employer.

In private schools, the school owners are the employers and at the same time they are the supervisors. The manner in which they supervise their trained teachers working in their schools leaves a lot to be desired. From the findings of this study, it is clear that the school owner system of supervision is loathed by the teachers in these institutions.

About 80 (86%) of teachers that the researcher interacted with face to face said that they hated the way they are supervised by their employer. A situation where everybody in the family becomes a supervisor was featuring very prominently in the findings. The other 13 (14%) felt that they had no problem with their employers or their supervisors. However, they say that it needs to be improved on.

The result from this independent variable are presented by the pie chart below.
Pie chart 4.4: Trained teachers response on whether supervision is good or bad in their respective schools.

On being asked to share more of their feelings related to this issue, 20 (22%) said that schools should be managed and administered by the professional teachers; 24 (25%) said that the school owners who are not professional teachers should hire a professional teacher to run and manage the school; 36 (36%) felt that the government should only allow the registration of schools from the school owners who are teachers by profession because they will know how to handle the teachers; 13 (14%) said that it doesn’t matter whether the school owners are professionals in teaching provided they get their pay and to them supervision is not a big deal.
This information is presented in the table below.

**Table 4.6: Needs of proper school supervision through professionalism**

<table>
<thead>
<tr>
<th>Aspects of supervision</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools to be administered by professional teachers</td>
<td>20</td>
<td>22%</td>
</tr>
<tr>
<td>Schools owners to be the first professional so as to know the plight of teachers</td>
<td>24</td>
<td>25%</td>
</tr>
<tr>
<td>Government should only allow professionals in teaching to start schools</td>
<td>36</td>
<td>39%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>93</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the table above, the study has established that proper supervision can only be brought by professionalism. Teachers have indicated that if the schools they teach are managed by professionals, then the many problems they face in these institution cannot be there.

**4.6 Summary of data analysis and presentation**

The table below shows the summerised outcome of the independent variables which was perceived as the main cause of problems experienced by the trained primary school teachers working in private schools.
Table 4.7 summary of the investigated variables on whether they were problems or not affecting trained teachers in private schools.

<table>
<thead>
<tr>
<th>Investigated variables</th>
<th>Outcome</th>
<th>Total No. of respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Problem</td>
<td>Not a problem</td>
</tr>
<tr>
<td>Salaries</td>
<td>80</td>
<td>13</td>
</tr>
<tr>
<td>Working conditions</td>
<td>20</td>
<td>73</td>
</tr>
<tr>
<td>Work overload</td>
<td>88</td>
<td>5</td>
</tr>
<tr>
<td>Recognition (status)</td>
<td>89</td>
<td>4</td>
</tr>
<tr>
<td>Poor supervision &amp; Coercion</td>
<td>78</td>
<td>15</td>
</tr>
</tbody>
</table>

It is clear from the table that most of the investigated variables were the real problems which the trained teachers face while working in private schools. The only issue which seemed not to be a problem to these teachers was the working conditions.

The above finding can be clearly illustrated by a bar graph below.

Bar graph 4.2: summary of the investigated variables
From the Bar graph above, the study has established that most of the independent variables which were perceived to be the problems that trained teachers face are now confirmed as true. The only variable which is not a big issue to the teachers is the working conditions. Regarding the above, the respondent recommended that the following issues be addressed very fast to save the situation.

- Government to set a minimum wage.
- Private school to be started by professional teachers only.
- Trained teachers in private schools to be allowed to form a trade union.
- Labour laws affecting employment to be strictly followed even in these institutions.
- Government to monitor the operations of the private schools from time to time.
- Policies to be put in place for example, employment policies and job security issues to protect teachers in private schools.
- Employment of teachers to be a legal contract where by a breach of it by either party to have a dire consequence.
Dissatisfaction in any form demoralizes an individual. It can be found in various circle of life, for example, in social set up, in working environment, in religious environment and many other set ups. The main objectives of this study was to find out the causes of employment problems and dissatisfactions which leads to and high rate of turnover amongst trained teachers working in private primary schools. The findings of the study have clearly shown the main cause of the above and how best this causes should be dealt with. However, the school owners should try to make the teachers working in their schools to be very comfortable since this is the only way they can make them use their talent maximumly. If problems have to be there; then let them be genuine problems but not tailor made problem to punish the teachers.

5.2 Causes of Problems and Dissatisfaction

Problems and dissatisfaction are inherent with the human beings. No matter how good the situation can be, you will always hear human being complaining.
However; these are artificial problems, which are carelessly created by other human being in order to punish others. For example in this study, findings have revealed that in most of the schools sampled, majority of the trained teachers working in these schools are poorly paid. Salary is a bone of content to majority of teachers in private schools. School owners do not care what they pay their teachers and at the same time they want them to give maximum service to them, that is teaching with all the effort they can master. Humanly this is not possible because the teachers feel misused since their efforts are not properly rewarded hence high turnover.

The study has established that the work overload in private schools is very rampant. Teachers in the schools are overworked. This came out very clearly from the majority of the respondent. Possibly the reason why this is so is because the school owners do not want to employ enough teachers in their school because the wage bill will eat much of their anticipated profits hence overloading the teachers. Once the teachers are overloaded and they are not paid accordingly; this leads to dissatisfaction and subsequent turnover in case of a better pay elsewhere.
The findings of the study have also revealed that in majority of private schools, teachers are not always paid on time. What this means is that teachers cannot budget for their end month pay because they are not certain that they will be paid end month. At times they find themselves getting their salaries at the middle of the following month or at times they go for arrears. This has actually affected the morale of teachers and majority of them are only in these schools because of the circumstances. This is another cause of the problems and dissatisfaction to teachers and hence high turn over.

To the majority of the trained teachers, the working environment is deplorable. The study has established that majority of them do not enjoy their working environment, the tension is always very high because they don’t know when to be sacked. To them getting fired is just like a brink of an eye and therefore they hate this kind of environment but since they have no alternative there is little they can do. They describe the relationship between the schools owner and the teachers to be very unfriendly if not ugly.

There are other causes of problem and dissatisfaction to these teachers but as per this study the above are the main ones and teachers feel that if they are
properly addressed, their work will be very enjoyable and interesting just like that of their colleagues in public schools.

5.3 Relationship between School owners and the teacher’s employees.

The study has established that the schools owner feels very comfortable with what they pay their teachers employees and therefore to them, they do not underpay them. Their argument is that what they pay is what they can afford at that time and in this case what the researcher can say is that wage arbitration from the government is needed to remove this obstacle.

The study has revealed that most of the school owners do not refuse to pay their teachers on time intentionally. The main reasons for this was that at times the pupils also delay to pay the school fees and since this is the only source of income teachers are then forced to go without pay for one month or some months at the very worst.

Another issue which has been revealed by the study is that the schools owner argues that majority of the teachers just leave their schools when they get greener pastures elsewhere without notice. This causes a lot of inconveniences
to the school management and hence if a situation demands a sack; they also do it without any notice. In such a case the researcher recommends that there should be a law to guide this relationship, which should be enforced by the government.

5.4 Effect of the problems

How the problems/Dissatisfaction affect the teachers

The study has shown that majority of the teachers if not all in these schools are not in these schools by choice but circumstances forced them to be there. Therefore they are affected psychologically and economically in the following ways:

- Their working morale is very low
- Making ends meet is a nightmare to many of them
- They always keep on wandering from one school to another
- They feel that they are just taken as objects by the school owner
- Their self esteem is very low and therefore they feel as if not wanted because of the degrading by the school proprietor/owner
- They cannot settle on anything because their fate is always unknown
Finally in one way or another, their output is also affected because they do not enjoy their work due to the various factors outlined elsewhere in this project.

5.5 Conclusion

Trained primary school teachers in private schools work under stress. They work under very difficult situations and unless the government addresses this issue very quickly to rescue the situation, this lot will be misused very badly by the so-called private entrepreneur. They require immediate attention so that they can feel secure in their job. Proper renumeration is very important if the employees are working hard to realize the objectives of the organization. Teachers in private schools should be respected by all means and be treated like human beings. This will lift their morale and input but if the schools owner doesn’t respect the teacher’s employees, they should always expect a raw deal from them.

Most of the problems faced by the trained teachers in private schools are just too artificial such that if they are properly addressed they can be a thing of the past. These problems should be approached with a very sober mind by the school owners and get a quick solution to them.
5.6 Recommendations

- Government should enact a special parliamentary Act to regulate the operations of Private schools.

- The trained teachers in private schools should be allowed to form a national trade union to be speaking on their behalf at any time when a need arises.

- There should be minimum wage for trained teachers working in private schools and it should be enforced by the law.

- The labour laws in the country should be applied in these institution for instance issues relating to unfair dismissal should always be dealt with by the commercial court.

- The education offices in the country should have more control over the operation, in private schools, mishandling of the teachers cases should be dealt with accordingly.

- Together with the enactment of parliament Act, there should be a clear Policy from the government outlining the procedures of employing private teachers and how to handle them while in employment. Something like a contract sort of should be in place in order to safeguard
the interest of both parties that is, teacher and the employer (school owner).

- The researcher also recommend further study on a similar issue; for example why trained teachers turnover rate is very high in private schools as compared to their colleagues in the public schools.
REFERENCES


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Holy Bible, Psalms chapter 8: 4 -6.


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Laurey, A. J., Teachers and teaching (Evans brothers limited, 1969) pp 12


The world book Encyclopedia T volume 17, field enterprises cop orating USA 1960).

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: RESEARCH PROJECT: DATA COLLECTION

DS3/CPE/1685/02 - ND0610 CYRUS K

This is to confirm that the above named is an M.BA student in the School of Business, Kenyatta University, and she/he is embarking on her/his project this semester before she/he completes her/his degree programme.

Any assistance you may accord her/him will be highly appreciated.

DR. M. KHAYOTA
CO-ORDINATOR POSTGRADUATE PROGRAMS
APPENDIX II

TEACHERS QUESTIONNAIRE.

Dear Teachers, the questions below will enable the researcher to find out the many problems you are facing in your employment and recommend some ways forward in alleviating those problems. Do not write your name or the name of the school but try to answer all the questions as sincerely as possible. Thank you in advance for your time and cooperation in completing this questionnaire.

INSTRUCTIONS

Please tick \_ in the box against the correct answer (s) where applicable.

Academic Qualifications

Professional Qualifications

(A) Background Information

1. How long did you stay out of employment since you left college?

(a) 0 – 6 months

(b) 6 months – 1 year

(c) 1 – 1.5 years

(d) 1.5 – 2 years

(e) Over 2 years

(f) Others (specify) ........................................

2. From question No.1, why did it take that long before you got your current teaching job?
(a) Vacancies not available
(b) Poor pay in most schools with vacancies
(c) Work overload in most schools
(d) Working conditions unfavourable
(d) Others (specify)............................

3. Did you ever try to look for a teaching job in any private primary school immediately after college?

(a) Yes
(b) No

4. If your answer is no in question 3 above then why?
-----------------------------------------------------------------------------------------------------------------

5. How long have you worked in this institution

(a) Less than one year
(b) 1 - 2 yrs
(c) Over 2 yrs.

6. How many different schools have you worked in since you left college?

(a) One
(b) Two
(c) Three
(d) Over three
(B) Salary Issues

7. If the answer in question 6 is more than one then why have you shifted from one school to another?

   (a) Poor pay
   (b) Not always paid on time
   (c) Unfair treatment
   (d) Green pasture elsewhere
   (e) Others specify

8. How can you relate the pay you get with your efforts?

   (a) Excellent
   (b) Good
   (c) Fair
   (d) Below your efforts?

9. Specifically, which is the most problem do you face in this institution which is just about make you feel like resigning from your job?

   (a) Poor salary
   (b) Lack of freedom
   (c) Physical harassment
   (d) Not always paid on time
   (e) Others specify

10. Are you always paid on time?

    (a) Yes
    (b) No
II. If the answer to number 10 is yes, are you paid full amount or in bits and pieces (installments).

(a) Full amount
(b) Bits and pieces (installment)
(c) Others specify——-

12. If the answer to No. 10 is no, this means you are always paid in arrears. How long do these arrears take to be paid?

(a) 1 month
(b) 2 months
(c) 3 months
(d) 4 months
(e) others ————

13. Again if the answer to number 10 is no, then how do you meet your very basic needs?

(a) Good public relation with the landlord
(b) Good public relation with shop owner?
(c) Buying from relatives and friends
(d) Others specify ————

(C) Working condition

14. How conducive is the working environment in your institution?

(a) Excellent
(b) Good
(c) Fair
(d) Poor
15. How is the relationship between (you), teachers and the school Management?

(a) Very friendly
(b) Friendly
(c) Moderate
(d) Unfriendly

16. Other than the school proprietor himself, do the other family members of him/her interfere with the day today running of the school?

(a) Yes
(b) No

17. If the answer to number 16 is yes, then it means that you have so many bosses to administrate you. How do you take it?/?

(a) Very professional
(b) Professional

Others specify____________________

18. Is there any kind of motivation you get from the proprietor of the school? Please comment brief.

19. How often are you forced by the school owner to work unprofessionally, here I mean like unfair making of the students scripts, stealing the exams, registration of weak students in different centers etc

(a) Quite often
(b) Often
(c) Rarely
(d) Never happen
20. If the answer to number 18 is quite often, does this situation judge your conscience?
(a) Yes
(b) No

21. If the answer to No. 20 is yes, then how do you then comfort yourself?

--

**(D) Work overload**

22. Are you overloaded in your work?
(a) Yes
(b) No

23. Please if the answer to no. 22 is yes specify...

---

24. Given a chance, would you move from this school to be an employee of TSC?
a. Yes
b. No

25. From your answer in No. 24 above, either way give reasons

---
(E) Recognition/Status

26. Do you feel that there is a need to have a national body to be airing your problems like KNUT for the case of your colleagues in public schools?

(a) Yes

(b) No

(e) Other specify _________________________________.

27. Are you in this school by choice or the circumstances forced you to be here? Please specify.

28. In No 26 above, either way please explain using your own words

(F) Supervision/Coerciveness

29. If a need arises, do you get permission to attend a genuine case outside the school?

(a) Yes

(b) No

(G) Recommendations

30. Assume that you have been given a chance by the ministry of education to streamline the operations of private schools, briefly what recommendations would you effect in these schools to safeguard the interest of teachers.
Dear school owners,

The questions below will enable the researcher to find out the many problems between you and the teachers whom you have employed and recommend some ways forward in alleviating these problems.

Do not write your name or the name of your school but try to answer all the questions as sincerely as possible.

Thank you in advance for your time and co-operation in completing these questions.

INSTRUCTION

Please tick in the box against the correct answer where applicable.

Academic qualification———

Professional qualification———

(1) How long have you been the owner of this school?

(a) one year

(b) two years

(c) three years

(d) others please specify———

(2) Why did you think of starting a school?

(a) To make money

(b) To provide employment for many unemployed teachers?

(c) Others specify ———

(3) Do you think that teachers are the most valuable resources in your school?

(a) Yes

(b) No
(4) Do you believe in overloading so that every single cent you pay them is worked for.
(a) Yes
(b) No
(c) others specify

(5) In most schools teachers complain that they are seriously underpaid; do you believe that whatever you pay to your teachers is adequate?
(a) Yes
(b) No

(6) If the answer is to no 5, please say why you feel that you underpay them

(7) Do you pay your teachers on time?
(a) Yes
(b) No

(8) If the answer to no. 7 is no then why do you always pay them in arrears? Please explain?
(1) What criteria do you use to fix the salary/wage of your teachers/employees?

(10) Do you allow other members of your family to interfere with the day-to-day running of the school other than those who are officially there?

   a. Yes
   b. No

(11) If the answer to question no 10 is yes, then why is this? Please explain.

(12) If teachers in your school are threatening to join a formed national trade union in the country what would be your reaction? Please comment briefly.

(13) Do teachers keep on leaving your school for employment elsewhere?

   a. Yes
   b. No

(14) If the answer to no 13 is yes have you ever tried to find the reasons for this movement? Please explain.
(15) How long has the longest serving teacher been in your school?

(a) 1 year
(b) 2 years
(c) 3 years
(d) 4 years
(e) Over four yrs.
(f) Others please specify.

(16) Other than the basic pay, Have you ever thought of motivating your teaching staff in any other way?

(a) Yes
(b) No

(17) Either way in question 16 please explain briefly

(18) Now that you have pooled your resources together to start a school to provide employment for teachers who will otherwise be unemployed Do they appreciate your effort i.e. providing jobs for them?

(a) Yes
(b) No
(19) If you had the ability to reverse the situation, would you still start a school to employ these teachers?

a) Yes   

b) No

(20) From the answer in no.19 above either way. Please explain briefly.

----------------------------------------------------------------------------------------------------------------------------------

(21) In your opinion, do you feel that you treat teachers in your school the way you would like to be treated if you were in their shoes?

(a) Yes   

(b) No

RECOMMENDATIONS

(22) To have a very warm and cordial working relationship with your teachers, what recommendations would you suggest so that either of the parties i.e. you and your teachers will be comfortable in your school.

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# APPENDIX IV

## BUDGET

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## APPENDIX V

### TIME SCHEDULE/TABLE OF EVENTS

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