MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN THE PROVISION OF EDUCATION IN EMBU COUNTY, KENYA.

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION (EDUCATIONAL PLANNING) IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY.
DECLARATION.

This is my original work and has not been submitted to any other institution for any other programme.

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DEDICATION

This project with due respect and honour is dedicated to my parents Kivara and Mary for their word of encouragement since when I was young. Their humble ambition was that I should be able to read.

I'm also dedicating it to my lovely daughter Daina for psychological and moral support. Her vision and drive encouraged me greatly to carry on with the research process even when there were unexpected obstacles.
ACKNOWLEDGEMENT

I am greatly indebted to my supervisors Dr. Nobert O. Ogeta and Mr. Daniel Wesonga for their commendable academic nurturing. Without their encouragement, support and diligence in supervising, this project would not have seen the light of the day.

Similarly, I am highly indebted to Madanji O. Gabriel of Kenyatta University for his guidance and support. Ken, Silvano, Rinah and Fridah, my sisters Wanjiru, Luciana and Flora, and brothers Njue, Ndewiga, Njagi, John and Ireri, thank you to you all for your support and understanding. Special thanks to the ‘Minds’ families for their moral support.

I also wish to acknowledge with gratitude Kenyatta University. While I owe the Almighty God a great deal for all His guidance, I should state that for any errors in my work I remain solely responsible.
The main purpose of this study was to identify the challenges facing private secondary schools management in Embu County, Kenya in the provision of education. Many potential secondary school students each year fail to be enrolled in public secondary school. This has raised concern because the numbers of public secondary schools is increasing while that of private secondary is on decline yearly. The study endeavored to determine challenges and problems faced by private secondary schools management in their provision of education and determine possible solutions. The study identified factors facing private secondary schools management in managing human and physical resources identified the extent to which the adequacy of funds affected the management and found out issues affecting academic performance. The research employed a descriptive survey study design as a better option for intervening in private secondary education management. Out of eleven private secondary schools, only eight (Four church-managed and four profit-making) private secondary schools were sampled. The researcher used questionnaires and interview schedules to collect data. With a target population of 2815, simple random sampling was used to select respondents in these groups namely; School BOGs, Principals, Deputy Principals, Teachers and Students totaling to 920 respondents. Data was obtained and analyzed by use of Statistical Package for Social Sciences (SPSS) computer package to determine the challenges affecting school management in the provision of private secondary education in Embu County. Both qualitative and quantitative data analysis was used to analyze data collected. Responses from questionnaire, interview schedules were organized according to pertinent aspects of the study. The findings were presented by use of frequencies, tables, graphs and pie-charts. From the study it came out clearly that among the many challenges facing management of private secondary schools key among them were funds, poor administrative structures within these schools, lack of support by the ministry and lack of access to government resources. The study recommends that the government should extend financial assistance to private secondary schools as well as setting well defined standards to be met by these schools. Based on these recommendations, proprietors of private secondary schools should focus on human resource development. The study proposes further investigation into the impact of private secondary schools and also finds out the efficiency of Principals in management of private secondary schools in the provision of education in Embu County.
## ABBREVIATIONS AND ACRONYMS

<table>
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<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<td>CEO</td>
<td>Catholic Education Office.</td>
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<td>CIC</td>
<td>Columbia International College.</td>
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<td>CMS</td>
<td>Church Missionary Society.</td>
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<td>DEO</td>
<td>District Education Officer.</td>
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<td>ESC</td>
<td>Education Service Contracting.</td>
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<td>FDSE</td>
<td>Free Day Secondary Education.</td>
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<td>GCE</td>
<td>General Certificate of Education</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education.</td>
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<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology.</td>
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<td>NAEP</td>
<td>National Assessment of Educational Progress.</td>
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<td>NCES</td>
<td>National Center for Education Statistics.</td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organization.</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences.</td>
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<td>TFS</td>
<td>Tuition Fee Supplement.</td>
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TSC: Teachers Service Commission.

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CHAPTER ONE

1.0 Introduction

This chapter of the research study dealt with the background to the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, research assumptions, the limitations and delimitations of the study, significance of the study, the conceptual framework and operational definition of terms.

1.1 Background of the Study

Kenya placed considerable effort on education in promoting economic and social development after the achievement of independence in 1963 says Sifuna (1998). This resulted in the rapid expansion of education system to provide qualified persons for the growing economic and to undertake some reforms to reflect the aspirations of an independent state according to Court and Ghai, (2004). Education plays a critical role in socio-economic development of a country and it also improves human capabilities. Education accelerates economy growth through the knowledge and skills development. It makes the individuals to be more confident, aware and active. It is considered an economic good. According to UNESCO (1988) everyone has the right to education and education should be made equally accessible to all on the basis of capacity by every appropriate means. The government acknowledges the role played by private secondary schools management in the provision of education as they supplement and complement what the government is doing in public secondary schools. Unger (2010) agrees that private sector is emerging as an important source of imparting education in providing education to all levels which include Early Childcare Development, Primary, Secondary, Colleges and also University Education. Private schools, on one hand are educating youth and on the other, they are sectors of investment in this sector. The parents usually decide to educate their youngsters in private secondary school at the time when they are completely dissatisfied with public schools. According to MOE, Educational Statistical
Booklet (2003-2007), private secondary schools posted increased enrolment from 76,217 in 2003 to 183,502 in 2007 with most students enrolling in Nairobi province and lowest number in North Eastern province with an enrolment of 28,173 and 863 respectively in 2007. This may be an indicator of improved management skills in private secondary schools. Walford (2004) emphasizes that some private secondary schools are more effective than public ones with same students and parents composition mainly due to school educational environment, teacher student ratio, parents' education, their profession and smaller size of classes. Some private secondary schools especially the church-run are well endowed with good teaching facilities and students learning in these institutions are guaranteed of excelling at national level exams. Some private secondary schools have enough teachers who give the students better personalized attention as opposed to public schools which are understaffed. Public secondary schools have also experienced an increase in enrolment owing to the Free Day Secondary Education (FDSE) launched in 2008, whose goal is to enhance access to secondary education, which saw about 1,382,211 students join secondary schools, an increase from 1,180,267 in 2007, GOK (2010). Disparities in staffing are among the factors that have affected quality of education in public secondary schools hence some parents prefer to take their children to private secondary schools. In addition some private schools observe good ethical practices despite the findings of a survey that showed a grim picture of others. A survey conducted in 2005 by the Education Ministry showed a wide range of anomalies in the way some schools operated. A common irregularity was identified in the registration of private secondary schools. The survey also showed that a good number of schools registered students in anticipation to offer various levels of education, including nursery, primary and secondary levels. Inspection reports to ascertain validity of necessary resources were unavailable. Other flaws from the survey were that non operational schools were also being used as examination centres, Walford (2004). Some private secondary schools especially the academies used schools that existed sometimes back but are no longer operational as examination centres to register weak students. These were also those schools that were found to be in possession of expired provisional registration
certificates. Still others were not registered by the Ministry of Education Science and Technology (MoEST) but were registered by the Kenya National Examination Council (KNEC) as examination centers. This question raised the authenticity of the institutions from the survey indicated that some private schools were registered fraudulently through forged documents. Goldman and Hausman (2006) observes that some unregistered schools enrolled students and simply collected fees and ran schools without registered examination centered at the expense of innocent parents. Another anomaly arising was that some private schools had satellite schools in which they off loaded weak students. Many schools, it emerged taught students in one school but registered the weak ones in those satellite schools. Some private school management operated many schools in different areas using one registration certificate. The survey further indicated that many private schools do not maintain official registered as required by the Ministry of Education, which is vital for counter checking registered candidate against students appearing in the class register. Other revelations from the study reported that in the private and public schools, managers registered students as private candidates to sit for the Kenya Certificate of Secondary Education (KCSE) in other schools.

According to Bryk and Lee (2005) as private schools management endeavor to excel, they face major challenges. One main challenge is adequacy of funds. Private secondary schools are mainly funded by parents who may fail to regularly pay the expected school fees in time. Fees in private secondary schools are high compared to fee paid in public schools. High fees charged limits the number of those seeking enrolment as many willing parents may not afford to pay private secondary schools fees. This means that private secondary schools may not be fully enrolled. Due to limited finances, some private schools lack the basic infrastructure. Some lack essential rooms like dormitories in case of boarding schools, spacious classrooms, dining halls and even playing fields. Benveniste and Carnoy (2007) points out that funds collected are used in day to day running of these private secondary schools.
In Embu County, the number of private Secondary Schools is on decline. In the year 2005, the total numbers of private secondary schools were 16. Currently the County has only 11 private secondary schools meaning that five schools have closed down since then. The major concern of this study was therefore to find out challenges facing these private secondary schools management in the provision of education in Embu County, Kenya.

1.2 Statement of the Problem

Private secondary schools management is supplementing what public schools are doing in the provision of secondary school education in Kenya. However, despite their endeavor, private secondary schools management faces a number of challenges in the course of providing secondary education, the number of private secondary schools have been on decline since 2005. Therefore, the study sought to examine the challenges facing private secondary school management in the provision of education in Embu County.

1.2.1 Purpose of the Study

The study sought to assess and examine the challenges faced by private secondary schools management in their endeavor to run private schools and absorb more students in view of determining possible solutions.

1.3 Objectives of the Study

The study focused on the following objectives:-

1. To identify status of physical resources in the provision of education in Embu County.

2. To identify the adequacy of funds for the management of private secondary schools in Embu County.

3. To find out issues affecting academic performance in private secondary schools in the provision of education in Embu County.
4. To determine possible solutions to the challenges facing the management of private secondary schools in the provision of education in Embu County.

1.4 Research Questions

The study sought to answer the following research questions.

1. What is the status of physical resources in the provision of education in Embu County?
2. Identify the adequacy of funds for the management of private schools in the provision of education in Embu County?
3. What issues are affecting academic performance in private secondary schools in the provision of education in Embu County?
4. What are the possible solutions to the challenges facing the management of private secondary schools in the provision of education in Embu County?

1.5 Significance of the Study

The findings of this study would be important to the Ministry of Education Science and Technology (MoEST), Teachers Service Commission (TSC), policy makers and financiers in regard to the management of private secondary schools and provision of quality education. It addressed possible intervention measures to address challenges faced by the management of private secondary schools. The study was also important for economic development of the nation in planning and provision of manpower requirements to ensure that every system is efficiently managed and produce graduates who are equipped with knowledge, skills and positive attitudes to meet the needs of the economic development of the nation in relation to the vision 2015-2030.

1.6 Limitations of the Study

The study was limited to private secondary schools in Embu County. This being a vast County with bad roads, the researcher encountered transport problems because of bad weather especially during the period of data collection. For any research to be conducted,
there are financial implications. Therefore, the researcher faced financial constraints due to the cost of travelling, printing adequate research instruments and provision of enough stationary for final report writing. Finally, suspicion by the private secondary school management was another limitation for fear in divulging importance information about the institution especially on financial matters.

1.6.1 Delimitations of the Study

The research confined itself to Principals, Deputies, Teachers, BOG members and students who are directly involved. Teachers and students who were included in the sample were those in session in the respective private secondary schools at the time of the study. There were other factors affecting management of private secondary schools in the provision of education but the study focused on the status of physical resources, adequacy of funds and academic performance in Embu County and not beyond.

1.7 Research Assumptions

The study was based on the following assumptions:-

1. That all the respondents would cooperate, be truthful and provide reliable information.
2. Adequacy of fund's determines the management of private secondary schools provision of education.
3. Private schools encounter challenges in provision of education.

1.8 Conceptual Framework

The conceptual framework of the study was shown below in Figure 1.1 explaining the relationship of dependent and independent valuables. Good management is one of the fundamental characteristics of private secondary schools. It is supported by academic
excellence, high achievement, school safety and focused values. To achieve this management, the following is needed: adequate facilities, quality schools, highly qualified teachers and good teacher-student ratio. Perfection can be achieved through no government support, own endowment, NGO's, churches and Philanthropists. However, most of these schools are very expensive to a common man and therefore exploited by the rich families while the average families cannot afford to take their children to these schools. The school fees and other levies are extremely exorbitant to a common man.
Figure 1.1 Conceptual Framework of Private Secondary schools in Embu County.

PRIVATE SCHOOLS
- Adequate facilities
- Few schools

PERFECTION /GOOD MANAGEMENT
- Academic Excellence
- High Achievements
- School Safety
- Focused Values
- Highly Qualified Teachers
- Teacher student ratio is good

MINORITY
- No govt. support
- Own endowment
- NGO's
- Churches
- Philanthropists

Middle & Upper Class can afford

MAJORITY
- Lower Class cannot afford

HIGH FEES
- High levies
1.9 Operational Definitions of the Terms

Church Managed school: ‘Mission Schools’ managed by the Church

Commercial Private Schools: owned by individuals as business to generate funds

Private School: non public schools that exist as corporate entities separate from public schools

Public School: schools supported by the government/state

Religious – affiliated schools: schools remaining or developed from religious missions
2.0 Introduction

This chapter dealt with review of literature, directly or indirectly related to the study. The literature was reviewed under the following headings:

i) Origin of Private Schools.

ii) Global Perception of Private Schools Education.

iii) Private Education Development in Sub-Saharan Africa.


v) Benefits of Private Secondary Schools to the Society.

vi) Summary.

2.1 Origin of Private Schools

According to James (2001), private schools in United States of America date back to the schools opened by Catholic Missionaries in Florida and Louisiana in the sixteenth century, which predated the beginning of formal education in Massachusetts. These Catholic schools were the offspring of missionary zeal, Hunt (2000). The distinction between public and private, of such importance during the second half of the nineteenth century and throughout the twentieth century, was not an issue in colonial North America. Schools quite frequently did the products of combined efforts of ecclesiastical and not civil authorities, along with parental support, the latter often constitute the primary factor in schooling of the young. McGlynn (2008) notes that no one pattern existed across the colonies; the government had no de facto monopoly in the operation of schools anywhere. Some schools were free, some were supported by a combination of
financial sources, and some relied solely on tuition. There were “old field” schools (schools that existed in abandoned fields in the South), and proprietary schools, which taught trades. In New England there were town schools, which existed alongside private schools; there were the dame schools (taught by literate women in their homes) and writing schools. But Greeley (2002) observes that the Latin Grammar School, such as the one in Boston, often was the crown of the schools. In some places denominational schools were, in effect, public schools, operating under civil and religious supervision, with the goals of inculcating the essentials of faith and knowledge and making good citizens of the church and commonwealth. By the end of the colonial period the institution of school was firmly rooted on the American continent. But nothing resembled the modern concept of secular, free, compulsory, universal schooling.

Campbell and Young (2008) confirms that in the Mid-twentieth century, private schools experienced phenomenal growth in the years during and following World War II (1939-1945), increasing by 118%, compared with 36% in the public sector, and enrolling 13.6% of the total elementary-secondary school population in 1959-1960, up from 9.3% in 1939-1940 and 11.9% in 1949-1950. According to Cutler (2000), Catholic schools reached their all-time enrollment high in 1965-1966 with 5.6 million pupils, constituting 87% of private school enrollment. Catholic enrollment plummeted in the years following; stabilizing some years later. Meanwhile, Christian Day Schools, founded by evangelical and fundamentalist Christians, were established and proliferated.

2.2 Global Perception of Private Schools Education.

Private schools, also known as independent schools, are not administered by local, state or national governments thus they retain the right to select their students and are funded in whole or in part by charging their students tuition, rather than relying on public (government) funding. Students can also get a scholarship into private school which makes the cost cheaper depending on a talent the student may have e.g. sport scholarship, art scholarship and academic scholarship, Coleman and Kilgore (2008). In the United
Kingdom and several other Commonwealth countries, the use of the term is generally restricted to primary and secondary educational levels; it is almost never used of universities and other tertiary institutions. Private education in North America covers the whole gamut of educational activity, ranging from pre-school to tertiary level institution. Annual tuition fees at K-12 schools range from nothing at so called ‘tuition- free’ schools to more than $45,000 at several New England prep schools, Aldrich (2004).

Hakim and Bowman (2008) observes that the secondary level include schools offering years 7 through 12 (year twelve is known as lower sixth) and year 13 (upper sixth). This category includes university- preparatory schools “prep – schools”, boarding schools and day schools. Tuition at private secondary schools varies from school to school and depends on many factors, including the location of the school, the willingness of parents to pay, peer tuitions and school’s financial endowment. Gaffney (2006) supports by saying high tuition is used to pay higher salaries for the best teachers and also used to provide enriched learning environments, including a low student to teacher ratio, small class sizes and services, such as libraries, science laboratories and computers. Some private schools are boarding schools and many military academies are privately owned or operated as well.

Barrow (2001) notes that Religious affiliated and denominational schools form a sub-category of private schools. Some of such schools teach religious education, together with the usual academic subject to impress their particular faith’s beliefs and traditions in the students who attend. Others use the denomination as more of a general label to describe on what the founder based their belief, while still maintaining a fine distinction between academics and religion. They include parochial schools, after which is often used to denote Roman Catholic schools. Other religious groups represented in the K-12 private education sector include Protestants, Jews, Muslims and the Orthodox Christians.

Many educational alternatives, such as independent schools, are also privately financed. Private schools often avoid some state regulations, although in the name of educational
quality, most comply with regulations relating to the educational content of classes. Martin (2000) says Religious private schools often simply add religious instruction to the courses provided by local public schools. Special assistance schools aim to improve the lives of their students by providing services tailored to very specific needs of individual students. Such schools include tutoring schools and schools to assist the learning of handicapped children.

2.2.1 Private Education in some Selected Countries.

Australia

Johnson and Gumere (2003) points out those private schools are one of the three types of schools in Australia, the other two being government schools (state schools) and religious. Whilst private schools are sometimes considered ‘public’ schools, the term ‘public schools’ is usually synonymous with a government school. Private schools in Australia may be favoured for many reasons: prestige and the social status of the ‘old school tie’; better quality physical infrastructure and more facilities, higher-paid teachers; and/or the belief that private schools offer a higher quality of education. Some schools offer the removal of the purported distractions of co-education; the presence of boarding facilities or stricter discipline based on their power of expulsion, a tool not readily available to government schools. Students’ uniform for Australian private schools are generally stricter and more formal than in government schools.

Private schools in Australia are still government funded although they are also more expensive than government schools. Private schools may have a greater focus on sports and other association than public schools. The GPS schools in New South Wales and Queensland were established to promote certain sports perceived to be elite within these schools, Campbell and Young (2008).
There are two main categories of private schools in Australia: Catholic schools and Independent schools. Although not all catholic schools can be considered private if they are a CEO (Catholic Education Office) school.

- **Catholic schools**

  Catholic schools form the second-largest sector after government schools, with around 21% of secondary enrolments, says Andrew (2006). Most Australian Catholic schools belong to a system, like government schools, are a typically co-educational and attempt to provide Catholic education evenly across the states. These schools are also known as ‘systemic’. Systemic Catholic schools are funded mainly by state and federal government and have low fees. There are also substantial numbers of independent Catholic schools, often single-sex, usually run by established religious orders, such as Sisters of Mercy, Sisters of the Good Samaritan, Marist Brothers, De La Salle Brothers and Missionary Sisters of the Society of Mary or the Congregation of Christian Brothers. Independent Catholic schools vary, ranging from low to high. However, fees are typically lower than that of Independent schools and fee concessions for Catholic families facing financial difficulty are quite common. According to James (2001), Catholic schools, both systemic and independent, proclaim strong religious motivations and most often the majority of their staff and students will be Catholics.

- **Independent schools**

  In their research, Lubienski and Crane (2008) confirms that independent schools make up the last sector and are the most popular form of schooling for boarding students. Although most are non-aligned, some of the best known independent schools also belong to the large, long-established religious foundations, such as the Anglican Church, Uniting Church and Presbyterian Church, but in most cases, they do not insist on their students’ religious allegiance. These schools are typically viewed as ‘elite schools’. Many of the ‘grammar schools’ also fall in this category. Gritsch (2006) agrees that they are usually expensive schools that tend to be up-market and traditional in style, some Catholic
schools fall into this category as well, e.g. Waverley College, Waverley, Saint Ignatius’ College, Riverview, and St. Joseph’s College Hunters Hill, as well as Loreto Kirribilli and Normanhurst or girls. On the other hand, many independent schools are quite new, often small and not necessarily traditional at all, such as Lorien Novalis, as school based on Rudolf Steiner’s educational system, also known as Waldolf education says Marr (2009).

Canada

About 8% of Canadian students are educated in private schools, the majority of which are religious schools, with a minority regarded as elite private schools. Columbia International College (CIC) is the largest private boarding high school in Canada. Robert Land Academy in Wellandport, Ontario is Canada’s only private military style school for boys in Grades six through 12. Private schools have sometimes been controversial, with some in the media and in Ontario’s Provincial Ministry of Education claiming that a private education gives students an unfair advantage, Fox (2004).

Ireland

According to Walford (2003) in the Republic of Ireland, private schools are unusual due to the fact that a certain number of teacher’s salaries are paid by the state. If the school wishes to employ extra teachers they are paid with school fees, which tend to be relatively low in Ireland, compared to the rest of the world. There is, however, a limited element of state assessment of private schools, because of the requirement that the state ensure that children receive a certain minimum education; Irish private schools must still work towards the Junior Certificate and the Leaving Certificate, for example. Many private schools in Ireland also double as boarding schools. The average fee €5,000 annually for most schools, but some of these schools also provide boarding and the fees may then rise up to €25,000 per year. The fee-paying schools are usually run by a religious order, i.e., the Society of Jesus or Congregation of Christian Brothers, etc. There
are also a small number of private international schools in Ireland, including a French school, a Japanese school and a German school, Coleman (2002).

Philippines

In the Philippines, the private sector has been a major provider of educational services, accounting for about 7.5% of primary enrolment, 32% of secondary enrolment and about 80% of tertiary enrolment. Private schools have proven to be efficient in resource utilization. Per unit costs in private schools are generally lower when compared to public schools. This situation is more evident at the tertiary levels according to UNESCO (2008). Government regulation have given private education more flexibility and autonomy in recent years, notably by lifting the moratorium on applications for new courses, new schools and conversions, by liberalizing tuition fee policy for private schools, by replacing values education for third and fourth years with English, Mathematics and natural science at the option of the school, and by issuing the revised Manual of Regulations for Private Schools in August 1992. Lin (2004) points out that the Education Service Contracting (ESC) scheme of the government provides financial assistance for tuition and other school fees of students turned away from public high schools because of enrollment overflows. The Tuition Fee Supplement (TFS) is geared to students enrolled in priority courses in post-secondary and non-degree programmes, including vocational and technical courses. The Private Education Student Financial Assistance is made available to underprivileged, but deserving Filipino high school graduates, who wish to pursue college/technical education in private colleges and universities. In the school year 2001/02, there were 4,529 private elementary schools (out of a total of 40,763) and 3,261 private secondary schools (out of a total 7,683). In 2002/2003 there were 1,297 private higher education institutions (out of a total of 1,470).

United Kingdom
According to Walford (2003) private schools generally prefer to be called independent schools, because of their freedom to operate outside of government regulation, but are also referred to as public schools. The reason is historical as it was considered usual for those that attended ‘public school’ to enter public service i.e. working for the good of others in one way or another, such as the armed forces, church, central or local government. The ‘independent school’ factor partly exonerates this ‘obligation’. Many private schools in England and Wales have a history of helping the disadvantaged, whether or not they have charitable foundations. One in four children comes from postcodes on or below national average income and one in three receives fee assistance. But Coleman and Hoffer (2004) points out that since actual pupils’ family incomes, which may be well above the average for a particular postcode area, were not determined, these figures are largely meaningless. Many private schools have a stated religious character, although this does not generally aim at pupils’ religious indoctrination and does not preclude pupils of other faiths attending if they wish. Religion is not as important an aspect in the majority of parents’ decision to send their child to an independent school as it is in the United States Marr (2009) agrees that although many of independent schools in England and Wales aim at the highest academic standards, a small number have been established to provide support for those experiencing difficulties in mainstream education. About half of the schools specializing in special educational needs are private schools.

United States

According to American Federation of Teachers (2002), in the United States, the term “private schools” can be correctly applied to any school for which the facilities and funding are not provided by the federal, state or local government; as opposed to a “public school”, which is operated by the government funding and regulation. The majority of private schools in the United States are operated by religious institutions and organizations. Private schools are generally exempt from educational regulations, but tend to follow the spirit of regulations concerning the content of courses in an attempt to
provide a level of education equal to or better than that available in public schools, Walford (2003).

2.3 Private Education Development in Sub – Saharan Africa.

For historical and religious reasons formal private schools existed long before the first government schools. In the Sub-Saharan African the first formal schools came in the 16th century from the North with Arabs caravans, and from Atlantic Coast, with Portuguese, Bray (2007). However, it is recorded that formal schools in Africa quantitatively developed under influence of European missionaries only in the 18th century, and appeared mostly in the cities and ports. Islamic education, a private sector activity in the sense that teaching was not supported by the state but by fees and voluntary contributions of believers observes Roth (2007), came earlier than western type education. Western type of education was introduced to Sub-Saharan by Christian missionaries, both foreign and local. Schools for children and Sunday evening classes for adults developed as a natural element to the founding of the churches. Although no fees were charged in the initial period, they were gradually introduced to make the schools self-financing. Teachers’ salary was paid from church funds. Early 20th century, the demand increased mainly because these schools were considered stepping stones to wage paid job with government and the private sector. Immediately after independence, the African governments naturally wished to have as much control over education development as possible as a means of national and identity. The slogan for free, universal and state – controlled primary and basic education was a major priority in the political programmes as many newly independent governments. For this reason, private education was at this time viewed as an exception because of tuition fees or non-government ownership and management.
Even when private missionary schools were approved, they had to comply with strict government regulations and were considered as temporary phenomena. The most effective means of government control over private schools was through teachers recruited and paid by the government. Regardless of management, the government-approved private schools had some common standards, followed the same syllabi and prepared students for the same examinations. Heyneman (2003), comments on Uganda to the effect that the loss of autonomy by missionary schools after independence decreased their co-efficiency. Before independence missionary schools (Catholic, Protestant and Muslim) had a low degree of financial and administrative autonomy. Schools were run by committees that had power to allocate the funds available for schools and to appoint the Headmaster, who was responsible for day to day management, including appointment of other teachers and the purchase of other supplies. Schools were subject to inspection by the Catholic, Protestants and Muslim agencies, which had a strong interest in maintaining school standards because of rivalry.

The post-independence period was also the time of rapid development of community schools mostly in suburban and rural areas as a result of strong social demand for education. Unlike the approved missionary schools, these did not necessarily follow the national educational standards, did not have qualified teachers and had to lobby for government recognition and aid. The communities and PTA's who set up these schools expected the government to intervene and take care of the school management, but in most cases the government support, if any would be limited to teachers and grants-in-aid. Some governments, for example in Kenya and Botswana and later in Zimbabwe encouraged a greater community role in education development such harambee schools in Kenya and community junior secondary schools in Botswana says Bray (2007). An evolution of the government policy towards community harambee schools in Kenya and similar schools in Botswana saw dramatic resurgence of independent schools at secondary level in Kenya in 1960. Parents showed their determination to provide educational
beyond those which the government could support. In 1966, the number of harambee schools stood at 266, as compared with 199 state-founded schools observes Rharade (2007).

Initially, the harambee schools were not covered by government planning and the standards of education provided was very low because of the lack of teaching materials and qualified teachers. The government wanted to remain in control of the development of the harambee schools but its attempts to restrict the opening of such schools were much appreciated by disadvantaged groups of population whose children were not admitted to government secondary schools observes David (2002). Gradually, the government started changing its position towards harambee schools, made provisions to extend aid to a limited number of these schools established the government inspection for them and introduced a new examination – the Kenya Junior Secondary Examination to give harambee students, a certificate after two years of secondary education. Transfer of some of the more able students to government schools was allowed notes Sheffield (2003). Finally, the government had to give in under popular pressure and introduced measures to provide qualified teachers for harambee schools and integrate some of these schools into the public education system of education. The integration of community schools into the public education system has never materialized in Kenya, as well as in other sub-Saharan countries. In 1987, harambee secondary schools comprised nearly three-quarters of the total. Some were aided by government (almost 44 percent of all secondary schools) but others were unaided noted Bray (2007).

In Botswana, the reasons for community schools were the same as in Kenya, the self-help demand for secondary education was more than the supply of public schooling could satisfy. Private, entirely unaided schools have appeared in many communities often starting as night schools in borrowed premises. Often, teachers privately recruited were refugees from neighbouring Zimbabwe, Zambia and Lesotho. Tooley (2006) reported that at first the government had entirely ignored these schools. Although
they were required to be registered by the law, their existence was not recorded in the education statistics. Also, the fees were so high and standards so low in comparison with government schools that the contrast seemed inequitable.

The number of private schools increased from 35 to 163 between 1984 and 1993, the National Commission on Education recommended in 1977 that government should immediately review its policy towards the unaided schools and to be prepared to offer professional help to any school that is neither individually owned nor profit making, and which puts itself under management of a properly constituted board of governors. As a practical action, the MOE was authorized to plan partial financial aid and integration of these schools during the 1980’s. Since then most, teachers have been recruited, employed and paid by the government teaching service, notes Moorad (2007).

It’s important to note the fact that private (religious and community) education in newly–independent African countries in the 1960’s and 1970’s continued to exist against the prevalent at this time, policy approach that primary and secondary education should be totally public, free and universal. Community self-help schools supported by the government in the form of teachers and grants both by the communities and government, as in the cases of Kenya and Botswana, - as a traditional and temporary phenomenon until they would became fully public and integrated into the government system of education. In rare cases, private profit-making schools continued to exist after independence, but they were unaided by the government. They either originated from schools for expatriates or were copied from their example, mostly in urban areas to serve particular categories of the African population with abilities to pay tuition and user fees. Castle (2006) described the situation with unaided schools in Uganda in the early 1960’s as a booming phenomenon attracting pupils even from neighbouring countries. Characteristically, Castle (2006) observed that because of their low cost, the teaching and living conditions in these profit-making schools were thoroughly bad. In addition to paying fees, students are usually expected to
buy books and consumable materials. Some owners make good profits but most of them declare that after paying teachers’ salaries little money is left to pay for equipment.

2.3.1 Different Types of Private Education in Sub-Saharan Africa

Private education is a heterogeneous category. Existence of different types of private education is related to their origin and context.

1. Community – (also called community-based, municipal or self-help) make up the largest category of private education in English-speaking African countries. Some developed from former missionary schools, but in the majority came into being when communities wished to complement insufficient provision of public education, example, harambee schools in Kenya, community junior secondary schools in Botswana. They are normally registered by public authorities and regulated by government legislation. They often receive government subsidies and other support such as teachers paid by central government.

2. Religious (also called religiously-affiliated or denominational schools) make up the largest category of private education in French-speaking African countries. They either appeared before public education developed for historical reasons and through society traditions. Together with community schools they are normally registered by public authorities, regulated by government legislation and may receive government subsidies and support.

3. Spontaneous (also called bush schools in English-speaking countries) appeared in specific learning conditions to meet the demand of particular groups of rural, urban, poor or nomadic population which would otherwise have had no access to education. In most cases they are not registered or approved by the public authorities. They are independent in funding, management and curriculum, and their quality of education is low in most cases. They also charge fees. Schools set up by nomadic tribes and refugees may fall into this category.
4. Profit-making institutions have arisen as a result of diversified and/or unmet demand, and are particularly developed in central urban areas to serve middle and high-income families and in sub-urban areas for low-income households. They may provide more expensive and better quality education than public or other types of private schools, or they may provide very low instruction merely to compensate for the deficit of other learning opportunities in rapidly urbanized areas. Their characteristic feature is tuition and other fees which is the main source of their funding and can limit access to them.

5. Schools for expatriates or specific ethnic groups serve learning needs of specific population groups. They form a part of the profit-making private schools and admit the local population but in general, their number and share of enrollment are less compared to other categories of private schools.

2.3.2 Selected African Countries on Private Secondary Education Development.

Benin

In 1996, private (profit-making) schools at all levels enrolled about 93,000 students that are 9.4 per cent of the total school-age population. Their average costs per pupils are higher than at public schools. Benin’s private education is concentrated in large urban areas in the south of the country, and is aimed at a clientele that is sufficiently well-off to be able to support this level of spending. Private schools receive no material or financial assistance from the state. They are funded primarily by households. At secondary level, the difference between public and private schools is more pronounced. At public schools, the unit cost per pupil is 43,900 francs, plus 12,800 of additional expenditure by parents for textbooks and stationary. At private secondary schools, the unit cost is 106,800 francs, plus 27,200 francs of school-related expenditure by parents. This greater difference is explained by the “elite” nature of private secondary schools, notes Moorad (2007).

Madagascar
Private schools are numerous and enroll between 20 to 50 per cent of enrolment, depending on levels. They are set up and managed by religious organizations, mainly by the Catholic and Protestant churches, and individuals, Roth (2007). Their financing is organized through tuition and user fees, paid by families and government subsidies. Private schools are supervised by the administrative unit of the National Office of private education. Its responsibility is to administer subvention of the state to private schools. The available amount in the state budget funds is divided according to three criteria. The first part is estimated on the basis of the number and qualifications of the teachers. The second part is planned for recurrent non-salary expenditure of schools, and estimated on the basis of number of learners, location of school etc. according to the norms. The third part is to finance capital expenditure.

Zambia

A small missionary private-school sector existed before and after independence in 1964. These schools operated according to the principles of government policy. They followed a policy of free education, as in government schools, and recruit learners from all social and economic backgrounds, Bray (2007). New commercialized private schools emerged in urban areas in 1976 – 1977 and were allowed by the government to complement its efforts in the provision of education in order to avoid the introduction of tuition fees in public schools.

According to Heyneman (2003), private educational institutions were permitted if they satisfied the requirements for registration and were run or operated in accordance with the relevant government act. The main purpose of the legal requirements was to protect the students' and families concerned by ensuring that fees charged at a reasonable level and that satisfactory standards of education provision were maintained. In the 1980s there were 74 officially registered and approved private schools, mostly of secondary education. At the same time, a group of elite private schools emerged, which are registered and approved by the Ministry, to serve high- and middle-class expatriate and Zambian families. But entry to some of these schools is restricted; applications for
admissions take long time to process, during which time the school checks the families’ socio-economic background. These schools charge high fees which are established and increased without the involvement of the Ministry of Education. Neither type of private schools receive grants or subsidies from the government, teachers are recruited and managed by school proprietors from the school income.

South Africa

Some of the oldest schools in South Africa are private church schools that were established by missionaries in the early nineteenth century. The private sector has grown ever since. After the abolition of apartheid, the laws governing private education in South Africa changed significantly. The South African Schools Act of 1996 recognizes two categories of schools: “public”, (state controlled) and “Independent”, (which includes traditional private schools and schools which are privately-governed). Schools previously called semi-private or model C schools are not private schools, as they ultimately state-controlled. South African private schools represent some of the finest in the world. More notably, there are far more quality boys’ schools as compared to girls’ schools noted Coleman and Kilgore (2008).

2.4 Private Education Development in Kenya

According to Musani (2008), Kenya’s literacy rate is one of the leading in Africa. Historical records from the travels of Johann Ludwig Krapf and Johannes Rebmann reveal that access to education dates as far as 1728 with a Swahili manuscript Utendi wa Tambuka, (the book of Heraclius). The Church Missionary Society (CMS) missionaries interacted with locals in the coastal town of Mombasa and set up one of the earliest mission schools in the country at Rabai in 1846. With the expansion of the railway from Mombasa to Uganda, the Missionaries expanded their work into Kenya’s interior. However, an attempt to set up a school at Yatta in 1894 was resisted by the Kamba people. The missionaries then penetrated into western Kenya and set up schools and various missions. The first school in western Kenya was established at Kaimosi in 1902.
The private sector has participated in the provision of education in Kenya for many years. The legal basis for its participation is the Education Act which vests on the Minister of Education, the powers to keep a register of all unaided schools in the country. Any organization or individual interested in establishing a school applies to the Minister. The applications are processed by the Ministerial Committee for Registration of schools. Each application is carefully considered including inspection of proposed site and facilities by the staff of the Ministry of Education. The Minister will approve a request on being advised by the committee on the suitability of the proposed site, availability of adequate facilities, and whether other necessary arrangements have been made for the provision of education in keeping with the requirements of the Education Act. The school may be given “full” registration if the Minister is satisfied that all requirements are fulfilled, or may be given “provisional” registration for a period of 18 months as the management prepares to fulfill the remaining requirements. The number of streams that may be approved will depend on available tuition and playground facilities.

Private education is managed by NGO’s (mainly church organizations) and individual entrepreneurs. Foreign missions accredited to Kenya and expatriates who may want their children to have an education that is relevant to situation in their countries are also free to open private schools. The operation of private schools and institutions must adhere to the MOE’s regulations governing the management of education in the country. These include regulations laid down by other related bodies such as Kenya National Examinations Council (KNEC) regarding the administration of both local and foreign examinations.

These offer the 8:4:4 education curriculum as public schools. But interested bodies such as foreign missions, may apply to the Minister for authority to offer foreign curricula based on other grade systems like the General Certificate of Education (GCE) of the
Table 2.1: Number of Private Secondary Schools in Kenya, 2005 – 2009.

<table>
<thead>
<tr>
<th>Category</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>1773</td>
<td>2013</td>
<td>2240</td>
<td>2112</td>
<td>1952</td>
</tr>
</tbody>
</table>

Source: Ministry of Education

*Provisional

2.4.1 Determinants of Private Secondary Schools Management.

Qualifications of private teachers

According to Godwin and Martinez (2008) high qualification of private teachers show positive and significant relationship with schools choice indicating the fact that the more qualified the teachers in private school is the more there will be attraction for the parents. This contributes to more of parents taking their children to private schools since they believe that the students are going to gain much from the teachers. The knowledge in them is going to be impacted on them for their better achievement of their goals which is the core key that each parent in nurturing their children to become crucial people in the society. This mostly is a determinant that most parents have to consider when taking their children achieve high academic heights since the teachers have got improvised skills to enlighten the students.

Dissatisfaction from public schools

The dissatisfaction of parents from public schools emerges as a significant factor of school choice. The dissatisfaction from public school is found positively associated with
children achieve high academic heights since the teachers have got improvised skills to enlighten the students.

**Dissatisfaction from public schools**

The dissatisfaction of parents from public schools emerges as a significant factor of school choice. The dissatisfaction from public school is found positively associated with the decision of choosing private secondary school. This is because most parents think that their children are not getting enough and qualified education from the public sector due to the fact that teachers from public schools are not well qualified since they lack attention to their students academically as they link public sectors with poor educations as noted by Lomax, (2005). The teachers are taken as if their final or their main aim in teaching is getting their daily bread. Also, the academic materials in public secondary are inadequate in contrast to the private schools where they are enough to sustain each student so they don’t have to compete for the resources. This makes the parents have the morale of taking their children to private sectors as they are going to benefit more and together with the supplement from their teachers they excel academically, Tooley (2006).

**Income of parents**

Lin (2004) confirms that this is an important factor as it affects most of the human social and economic decision. Private sector education system places the cost of education on the parents of the students thus income of parents was expected to have strong impact and relationship with the decisions regarding the school choice. Parents with low earning forced to take their children to public sectors whose fees are minimal while a parent with high earning’s can take their children to private sectors.

**Discipline**

Gritsch (2006) notes that it is a major expectation of majority parents from the educational institutions to help children to adopt proper discipline. Many parents have this in mind mostly when admitting their children to schools since they don’t want them
to impact deviant behaviours that can lead them not achieving their goal of academic and going astray in terms of their academic lineage. A survey conducted in 2005 revealed the fact that 88.5 per cent of respondents avoid the public sector educational institutions for poor discipline since the teachers don’t impact discipline on the students as they don’t look at the moral values that student institute and they don’t enforce strong laws with penalties to curb indiscipline amongst the students. This makes the parents to choose the private sectors where laws have been indulged to govern the mistakes the students make and punish them accordingly to avoid repetition and they become fit in the society, Gaffney (2006).

**Family size**

Family size affects almost all decision made by the households. It indicates that the higher the family size, the lower will be tendency to choose private secondary school. This is because of the available resources; since the family size is high resources have to be allocated in such a way that each member has a share of it, Lin (2004). This despises many parents in the choice of school since for the private secondary schools the parents are going to pay for the services impacted on the children and there is no way they can forego some issues like the provision of food so as to take their child to a private sector so the higher the family size the lower the tendency of taking a child to a private sector. The regression results show a negative significant relationship between the family size and school choice.

**Level of education of parents**

In his research, Shortt (2004) found out that education of parents is considered as one of the most important variables which create awareness regarding the level and standard of children education. When the parents are educated they have to choose the best for their children and especially if the parents have been veterans of private education they will impact good effects about private sectors making their children make the choice of private secondary schools. Regression results show that father education does affect the
majority of the parents were educated. However they differed in level of education. More than 90% of fathers and 60% of mothers were educated, out of surveyed respondents 17.5% of fathers.

**Figure 2.1: Parents Qualifications**

The figure shows the 15.5% of fathers and 13% of mother were F.A. out of total parents 28% fathers were BA and 32.5% were MA. Similarly 11% of mothers had education levels of BA and 14.5% had MA as basic qualification. The parents with MA level education showed a significant positive relationship with the school choice which shows that highly educated parents strongly prefer private secondary schools to educate their offspring's as noted by Coleman and Kilgore (2008).

**Parent's education in private school**

Greeley (2002) observes that educated parents are comparatively well aware of significance of good schooling especially if they have been themselves students of both types of schools. The parents will institute ideas that will make their children tune their
that highly educated parents strongly prefer private secondary schools to educate their offspring’s as noted by Coleman and Kilgore (2008).

**Parent’s education in private school**

Greeley (2002) observes that educated parents are comparatively well aware of the significance of good schooling especially if they have been themselves students of both types of schools. The parents will institute ideas that will make their children tune their minds to choose the private secondary since themselves have been in those private schools and they know the good benefit of it. School choice is highly associated with parent’s occupational status. The parents with higher occupational status prefer private schools over public school for their children. When the parents were asked about the reasons for preferring the private school, the results were very interesting. Other determinants of private schools include method of instruction which not only promotes the cognitive development of learners but also add its share in the social, moral and physical development of learner. Aldrich (2004) notes, that parents’ decision on school is affected by the total number of children and number of school going children. Parents with minimal number of children going to school he/she can afford to take them to private sectors. The profession of the parents matters in the child making choice on school, since this will determine the resources that the parent can afford to support the private education of the child since all the services rendered must be paid for.

2.5 **Benefits of Private Secondary Schools to the Society.**

Private secondary schools benefit students by fostering academic excellence and high achievement, educating the whole learner within a values-based setting and preparing youngsters for success in life. Private schools provide a caring, challenging, nurturing, safe and secure environment for pupils and students, a place where they can learn and succeed as observed by Otindo (2010). He assessed the benefits as follows:-

- **Academic Excellence.**
According to Coleman and Kilgore (2008) private schools are known for the high standards they set. They engage students and spark the desire to learn. Teachers expect excellence from students, and students tend to live up to those expectations. The high expectations and academic rigor help account for above average levels of students’ success, including higher transition rates. In a June 2002 report titled Private Schools: A Brief Portrait, the United States Department of Education says the following on academic performance of private schools:

i) Private schools pupils and students generally perform higher than their public schools counterparts on standardized achievement tests.

ii) Private high schools typically have more demanding graduation requirements than do public high schools.

iii) Private school graduates are more likely than their peers from public schools to have completed advanced level courses in three academic subjects’ areas.

iv) Private school students are more likely than public school students to complete a bachelor’s or advanced degree by their mid-20s.

• High Achievement.

According to National Assessment of Educational Progress (NAEP) 88% per cent of private secondary schools apply to college compared to 57% of public high school students do an exceptional job when it comes to challenging students to stretch their capacity. Students in private secondary schools consistently score well above the national average. This is attributed by the teacher-pupil/student ratio. Private secondary schools have fewer learners enabling the teachers to keenly monitor the progress of each and also guide them at a personal level. The National Center for Education periodically administers the NAEP to test the knowledge and skills of the nation’s students in grades 4, 8, and 12. At all three grades, a significantly higher percentage of private secondary
school students score at or above the Basic, Proficient and Advanced levels than public secondary schools, Inonda and Riechi (2008).

- **School Safety.**

Private secondary schools are orderly and safe, the kind of setting necessary for students to learn. Students’ safety as they travel to school is paramount. Most private secondary schools have buses that transport learners to and from the school at a cost.

- **Focus on Values.**

Private secondary schools especially those that are church owned focus on the essential values, that which provides purpose and meaning to life. A growing number of parents desperately desire the opportunity to choose schools whose primary purpose is to provide learners a sound moral and religious education. Private secondary schools especially the church owned are the only schools that can assist parents with the religious and spiritual development of their children. This is a sphere of development so essential for their complete and proper upbringing according to Unger (2010).

### 2.5.1 Challenges Facing Private Secondary Schools Management.

- **Funds.**

Walford (2003) points out that one of the major challenges facing the private secondary schools management lies in the funding. Private secondary schools don’t receive funding from the government like other public schools apart from bursaries channeled through the CDF. They have to fully maintain their students with the fees paid by the parents. This makes them charge higher school fees to maintain the learners. Therefore the major financier who is the parents is at pain to pay for private school education with the expectation of high performance. At times other organizations like the Church and NGO come in handy and assist in various ways like giving bursary to needy pupils and students.
and sponsoring others fully as well as assisting in putting up of the infrastructure. The key for any small school is keeping up the numbers/enrolment so as to have enough fee paying learners to maintain the system to the end.

- **Existence of Better Performing Public School.**

The fact that some public secondary schools perform better than their private counterparts poses a challenge to the private secondary schools. The fundamental idea underlying all forms of school choice is that competition will raise the quality of all schools. If private secondary schools offer what other public schools are offering they risk losing learners for public schools that charge less, Goldman and Hausman (2006).

- **Private Sector Competition.**

Competition within the same private secondary schools ensures that all these schools work towards making academic progress otherwise a school would lose learners to another school.

- **High Cost Competition for Good Teachers.**

Teachers in some private secondary schools are at times paid better than what the government pays as teacher remunerations in public schools puts private schools under pressure to improve. This drives the cost of the school higher in maintaining the teachers who perform.

- **More Demanding Parents.**

Another challenge is parents who are demanding more from the private secondary schools. As parents grow more accustomed to the idea of choice, they become more discriminating and more demanding. Some schools are seeing an increase in the numbers of parents, very often first time buyers who think they can buy the results they think they want for their children. Such parents will not listen to reason from teaching staff. All they want are excellent results. Therefore, private secondary schools have to respond to such
demands from more educated consumers of education who are an educated and demanding click, Walford (2004).

- **High Teacher Turnover.**

Hakim and Bowman (2008) notes that recruitment difficulties are another challenge. The staffs are the best ambassadors for schools but private schools may have problems of attracting and retaining quality staff. Some private secondary schools may not be able to pay higher salaries and allowances and many do not pay pensions. The challenge is to go as far as one can to reward good teaching and to try to give job satisfaction in other ways. They risk losing good teachers to other private secondary schools that are paying better.

### 2.6 Summary

From the reviewed literature, it’s evident that private secondary schools are on decrease countrywide. Private secondary schools management is facing main challenges in the process of providing secondary education. The current study therefore intended to investigate such challenges facing private secondary school management.
3.0 Introduction

This section deals with various procedures and strategies that were useful in the study. It focuses on research design, study locale, target population, sampling techniques and sample size, research instruments, piloting, data collection techniques, methods of data analysis and logistical and ethical considerations.

3.1 Research Design

The study employed a survey research, which was descriptive in nature. Sundeep (1983) argues that before much progress can be made in solving educational problems, descriptive phenomena must be obtained by means of descriptive research. Descriptive research attempts to describe what is in the social system such as a school, Kombo (2006).

3.2 Location of the Study

The study was conducted in eight private secondary schools in Embu County in Eastern province, Kenya. Embu County boarders Chuka County to the Northwest, Mwingi to the East, Machakos to the South and South-east and Kirinyaga County to West. Lovel and Lawson (2003) have observed that the ideal settings for any study are one that is directly related to the researchers' interests. The schools were all conveniently accessible to the researcher in terms of collecting data for this study.

3.3 Target Population

Embu County has 11 private secondary schools. The study target population consisted of the following categories: 11 Principals, 11 Deputy Principals, 48 BOGs, 2603 Students and 142 Teachers. The population was raised from Private Commercial Secondary
Schools and Private Church-run Secondary Schools in Embu County. Therefore the total targeted population was 2815.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The researcher used the simple random sampling technique to get the sample from Principals, Deputy Principals, BOG members, Teachers and Students. The respondents was drawn from the following categories of target population of 11 Principals, 11 Deputy Principals, 48 BOGs, 2603 Students and 142 Teachers.

3.4.2 Sample Size

Table 3.1 Sampled Respondents from Target Population.

<table>
<thead>
<tr>
<th>No</th>
<th>CATEGORY</th>
<th>TARGET POPULATION (n)</th>
<th>NUMBER SAMPLED (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>PRINCIPALS</td>
<td>11</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>2.</td>
<td>DEP. PRINCIPALS</td>
<td>11</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>3.</td>
<td>TEACHERS</td>
<td>142</td>
<td>64</td>
<td>45</td>
</tr>
<tr>
<td>4.</td>
<td>BOGs</td>
<td>48</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>Students</td>
<td>2603</td>
<td>800</td>
<td>30.7</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>2815</td>
<td>904</td>
<td>32</td>
</tr>
</tbody>
</table>

The researcher used the simple random sampling technique due to various limitations that could not allow researching the whole population. Out of 11 Principals the sample was 8. Out of 11 Deputy Principals the sample was 8. Out of 142 Teachers, 64 were sampled. Out of 48 BOGs, 24 were sampled. Out of 2603 Students, 800 were sampled. Therefore the total sampled respondents were 904 which were 32% of the target population.
3.5 Research Instruments

The study adopted the following two main research instruments:-

1) Questionnaires

The questionnaire was important for this purpose in order to obtain comparable responses. According to Kombo (2006), questionnaires measures likelihood of straight, even and blunt answers. This proved to be superior to an interview because social communion operates strongly in a face of situation that may prevent the person from expressing what he felt to be socially or professionally unacceptable views. The questionnaires contained unstructured open-ended and structured close-ended questions. The following were the types of questionnaires that were used to collect data from the respondents in this study:-

a) Questionnaire for Principals/Deputy Principals

This instrument was structured to seek information on the management of private secondary schools in the provision of education in Embu County, Kenya. Principal and their Deputies are in-charge of the daily administration and management of education institutions and therefore provided information on management issues. This was shown in Appendix A.

b) Questionnaire for Teachers

This instrument was structured to seek information on the development and progress of Private secondary schools in Embu County, Kenya. Teachers execute tasks within teaching and learning environment at school level. They therefore gave data on issues pertaining to management of teaching and learning within the private secondary school environment. This was shown in Appendix B.

c) Questionnaire for Students

This instrument was structured to seek information on the academic environment of Private schools in Embu County, Kenya. Management of private secondary schools
affects the students’ learning and performance directly. Information gathered showed management of private secondary schools in relation to students. This was shown in Appendix C.

2) Interview schedules for Board of Governors
According to Orodho (2008), an interview is an oral administration of an interview schedule. Board of Governors is charged with the management of the school. In this study the interview questions were used in order to find out the challenges and problems related to Private Secondary Schools Management in Embu County, Kenya. This was shown in Appendix D.

3.6 Pilot Study
Questionnaires and interview schedules were piloted in one selected centre for the study. The piloting was to ensure clarity and sustainability of the language used. Furthermore, expert opinion from the supervisors was sought to help check on the content and constant validity of the instruments. The purpose of this pre-testing assisted in finding out any weakness that might have been contained in the instruments. The piloting sought also to determine whether the instruments were reliable and valid, thus checking whether the items had covered enough range of data required, tested whether there were identifiable ambiguity in the structure of the questions in order to make improvement and reveal flaws in the questions and inadequacies in coding systems.

3.6.1 Validity
Validity is the degree to which test measures what it is supposed to measure, notes Kombo (2006). Validity of the content of the study was sort out. The research instrument depicted what it was supposed to measure. Therefore, for the purpose of this study, the supervisors’ opinion was sought after, to determine the relevance of the content used in the questionnaires. They each examined the questionnaires, the interview schedules and provided a feedback to the researcher. Essentially validity in the above context was
concerned with establishing whether the questionnaire content measured what it was supposed to measure, states Orodho (2009).

3.6.2 Reliability

The reliability of the study addressed the similarity of the results through repeated trials. Reliability is the degree to which a question consistently measures what it is supposed to measure, Gay (2002). The identified problems was supplied with the instruments and scored manually by the researcher for the consistency of results. Developed questionnaires were given to ten identical respondents, in this case ten students. The completed questionnaires were analyzed manually. After a period of two weeks the same questionnaire were applied to the same respondents and analysis done. The completed questionnaires were again scored manually. The results were recorded accordingly. The Pearson Product-Moment Correlation Coefficient formula given below was used to calculate the correlation coefficient in which: the X values were data points that is number of respondents of corresponding questions for the first trial and the Y values were data points obtained in the second trial. A correlation coefficient of + 0.68 was obtained which indicated a perfect relationship between the first and the second results.

\[
R = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{n})(\sum Y^2 - \frac{(\sum Y)^2}{n})}}
\]

Where: \(\sum XY\) = Sum of the gross products of the values of variables X and Y

\[\sum X = \text{Product of the sum of X and the sum of Y}\]

\[\sum = \Sigma\text{ (meaning sum of) sum of the values obtained in piloting}\]

\[\sum X^2 = \text{Sum of squared values of X}\]

\[\sum Y^2 = \text{Sum of squared values of Y}\]
3.7 Data Collection Techniques.

The target population for this study was 2815 from which 904 respondents were sampled from Embu County, Kenya. The respondents comprised of selected Principals, Deputy Principals, Teachers, Students and BOGs. All these 5 categories of respondents were sampled.

The researcher made sure that the research instruments were complete and readily available. The questionnaires and the interview schedules were to be error free and the number of the copies to be supplied would be adequate. Other agents subscribed to supply the copies to the respondents were given well in advance. To be orderly, the researcher designed a schedule representing actual dates and time framework of each activity and event in this research study. The researcher sought permission from the Department of Educational Management, Policy and Curriculum Studies and Graduate School at Kenyatta University and the Ministry of Higher Education, Science & Technology, prior to arrangements with selected schools. Distribution of the research instruments was made by the researcher in advance through making appointments with the Principals, Deputy Principals, Teachers, Students and BOGs for distribution of research instruments. Before data collection, the researcher pre-tested all the research instruments. The researcher piloted the questionnaires with a small representative sample. This helped the researcher to find out if the selected questions were answering what they were supposed to measure.

3.8 Data Analysis

The data was gathered from 8 out of 11 sampled private schools through administration of various instruments to a cross-section of respondents drawn from Principals, Deputy Principals, Teachers, students and BOGs. The necessary documents on academics were consulted. The research sites were sampled in Embu County, Eastern Province, Kenya. Standardized instruments like questionnaires and interviews were used in this survey and the examination of the existing records. Qualitatively, the data was obtained, and
description was chiefly emphasized from numerical data terms. Quantitatively, the study used numerical data to explore the traits and situations.

The researcher examined all the coded data and critically made inferences. In this relation data became information only when it became relevant to the problem identified by the researcher and made sure that the information became facts when data supported it. Facts became important to this study because they relied on the revelations of the data. Facts led to new information, new experiences and new views and before analyzing the collected data; the researcher ensured that data was well organized. After the data collection exercise, the researcher was in possession of all the filled forms of questionnaires from the respondents. Before starting the compilation and coding of the data, the researcher made sure that each question had been answered and the answers were properly recorded, that is, checked the completeness, accuracy, and the uniformity of the research instruments. From here the researcher developed a coding scheme.

The researcher familiarized and immerses herself in the text (field notes, interview scripts) by reading many times as she made the notes, drew diagrams and also brainstromed. This helped the researcher to know well the data and made it easy to locate information that supported the interpretation. This helped in drawing out relevant themes that were used in the study. The researcher used numbers assigned in to represent attributes, statistics in order to summarize the scores. The researcher used the statistical analysis in data organization, that is, she needed to interpret using descriptive statistics, frequencies, tables, graphs and charts in this study. In a nutshell the study relied on what analytical framework intend to show, the scale by which variables were measured, number of variables that were analyzed, relationship between variables, the number of samples that were involved and the nature of data.

3.9 Logistical and Ethical Considerations

a) Logistical Considerations

The research involved a lot funds in terms of making trips to the selected schools in Embu County, Eastern Province, Kenya and also in terms of printing, typing binding,
consultation, photocopying. In such circumstances it was advisable to tighten the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher introduced wisely cost-saving measures to be precise. The factor of time was very crucial since the distances between the selected schools is great which consumed a lot of time to cover the whole County. It was advisable for the researcher to make prior arrangements for faster and efficient means of accessing the areas especially on the selected areas only. The scope of this study did not allow for 100% collection of data. This was because of the massive population of the potential respondents. Therefore, in this case simple random sampling was widely used by the researcher to collect data for inferential purposes.

b) Ethical considerations

Since the researcher appeared to invade private secondary schools, teachers and students privacy, the researcher did not subject people to situations harmful or uncomfortable to participants, unless respondents agreed to do it. The participation in research was voluntary and people had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. The informed consent involved two main factors. First, the consent of the subjects was disclosed to the researcher, secondly, assurances of confidential use of research data collected on individuals. The consent helped the explanation that the purpose and nature of research benefited the participants. The researcher asked permission to conduct the research from the Ministry of Education Office through the Permanent Secretary.

The researcher avoided deception in case of limited finance or volatile situations which led to inadequate collection of data. The researcher at all costs avoided plagiarism, which was tantamount to stealing other people’s works, which would have eroded the integrity of the researcher and leads to serious professional repercussions. The researcher also avoided fraud, in terms of the researcher faking the data or copy other peoples work by “Doctoring”. This is a criminal offence and is punishable by law.
CHAPTER FOUR
DATA ANALYSIS PRESENTATION OF FINDINGS AND DISCUSSION.

4.0 Introduction

This chapter was divided into two main sections. Section one presented demographic data for the subjects. The second section presented the results of the study which were organized along the research questions of the study. As such, the research questions were first posed and then the data relating to that research question was presented. This was followed by a summary statement of the conclusion of the study in regard to the research question.

4.1 Demographic data

Respondents' demographic data is presented in the following figures.

Figure 4.1 Respondents' distribution across gender in sampled schools in Embu County.

![Pie chart showing gender distribution]

Figure 4.1 indicates that majority of respondents were males (56%), while females were 44%. Thus the findings of the study gave a good representative sample of gender.
Figure 4.2 Distribution of sampled secondary schools by category.

Figure 4.2 shows that majority of respondents were from boarding schools, that is 86% and 14% from day schools. Thus the findings of the study gave a good sample representative of the types of private secondary schools in Embu County.

Figure 4.3 Teachers Level of Education in sampled schools in Embu County.
Figure 4.3 shows that majority of teachers respondents were holders of Bachelor of Education degree (60%) followed by Masters (12%) and Diploma (12%), Bachelor of Science (8%) and lastly Bachelor of Arts (4%) and ‘A’ Level Certificate (4%).

In addition to the above demographic information, more background information was done regarding the age of the students, who constituted the majority of the sample. Their information was summarized in the following figures.

**Figure 4.4 Distribution of Sampled Students Age**

![Bar chart showing the distribution of sampled students by age.](image)

Figure 4.4 shows that majority of the students respondents were 17 years (38%), 16 years and below were 31.6%, 18 years were 24%, 19 years were 5.1% and those at 20 years and above were 1.3%. The findings on students' age attempted to explain whether it may have posed challenges to the management of private secondary schools in Embu County. The above findings indicate that most students were of eligible age of 16 years and below and 18 years.
Figure 4.5 above shows that majority of teachers respondents teaching in private schools were 30 years and below 54.4%, followed by 31-40 years with 36.4% and lastly age 41-50 and 51 and above each 4.5%. Principals respondents with 30 years and below, 31-40 years and 41-50 years were all at 14.3% each while majority were at 51 years and above making 57%. From the finding above in Figure 4.5, majority of the private secondary schools principals were 51 years and above, an indication that age was generally associated with maturity which is regarded as crucial to responsibility. But this shows an interesting finding of a youthful teaching force and ageing management. The youthful teaching force of 30 years and below was an indication that these teachers leave private schools for TSC employment in public secondary school. Age is also associated with experience which helped one build him/herself and thus avoids trial and error approach to management. It also gave confidence to students and staff personnel as well as the school community. However, some students were not in favour of Principals and Teachers retirees who were 50 years and above taking up management and teaching positions. This again was a challenge to the private secondary schools management.
4.2 Analysis of Research Questions

Each research question was analyzed by summarizing the responses that relates to what it sought to answer. The summaries are presented in form of figures, tables and text.

4.2.1 Research question one: What factors are facing private secondary schools management in managing human and physical resources in the provision of education in Embu County?

The responses for this research question was sought and analyzed separately for both teachers and students. The purpose of this research question was to find out if physical and the human resources were adequate or they were a management challenge to the management of private secondary schools in Embu County. The following is the summary of the analysis shown in Figure 4.6 below:

Figure 4.6 Adequacies of Classes, Library and Laboratories in sampled secondary schools
It was evident as shown in Figure 4.6 above that majority of the respondents; Principal (100%), Students (96%) and Teachers (95%) indicated that the classes were adequate. On the adequacy of the school library, the respondent was teachers at 68%, principals 57% and students at 53%. Response on adequacy of school laboratory indicated teachers at 85% followed by principals at 71% and lastly the students at 50%. This finding indicates that though classes were adequate, the laboratories and libraries were a challenge to the management.

The quality and adequacy of school laboratories and library as compared to some public schools ensured continued enrolment of students in these private secondary schools.

Table 4.1 Adequacy of Boarding Facilities in sampled private secondary schools

<table>
<thead>
<tr>
<th></th>
<th>Very Adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Dormitories</td>
<td>40</td>
<td>48</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Bathrooms</td>
<td>34</td>
<td>47</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Toilets</td>
<td>33</td>
<td>51</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

The Table 4.7 above shows 48% of the respondents felt dormitories were adequate, 40% very adequate, 9% inadequate and 3% very inadequate. On bathrooms, 47% said they were adequate, 34% very adequate, 15% inadequate and 4% very inadequate. 51% said the toilets were adequate, 33% very adequate, 13% inadequate and 3% very inadequate.
Figure 4.7 shows that 79% of the respondents rated instructional materials as adequate or very adequate and 21% inadequate and 3% very inadequate. On Revision materials 74% rated them as adequate or very adequate, 21% inadequate and 8% said they were very inadequate. Response on Reference books was 64% rated them as adequate or very adequate, and 35% said they were inadequate and 20% said they were very inadequate.

On human resource, teachers were asked about their teaching experience and the following results were gathered from the respondents.
Table 4.2 Teachers Work Experience in sampled private secondary schools

<table>
<thead>
<tr>
<th>Work Experience/Years</th>
<th>Past work experience</th>
<th>Current work experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and less</td>
<td>53%</td>
<td>89.6%</td>
</tr>
<tr>
<td>6 – 10</td>
<td>29%</td>
<td>3.5%</td>
</tr>
<tr>
<td>11 – 15</td>
<td>3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>16 and above</td>
<td>14.7%</td>
<td>None</td>
</tr>
</tbody>
</table>

Table 4.2 above shows that majority of the teachers had previous work experience (53%), 29% had worked in another station for 6 – 10, 3% for 11-15 years and 14.7% for 16 years and above. It’s also evident that majority (89.6%) had worked in the current station for five years and less, 3.5% for 6 -10 years and 6.9% for 11 -15 years. None had worked in their current station for 16 and above years. This means that teacher stability in one station is low hence high turnover. This poses a challenge to management as it keeps recruiting new teachers’ often.

Figure 4.8 Teachers Previously TSC Employees
In addition to the above information, 24% of the respondents had previously worked under TSC while 76% had not as shown in Figure 4.8 above.

On whether these respondents would leave work in their current private secondary schools in favour of TSC employment, the response was as follows in Table 4.3 below. This finding indicated that a high percentage of teachers may leave private secondary school employment once they got employment with the TSC. This was a challenge to the management of private secondary schools as they would be expected to recruit others teachers as often as the TSC recruits.

Table 4.3 Teachers in Favour of TSC Employment in Future.

<table>
<thead>
<tr>
<th>Would take up TSC employment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>25</td>
</tr>
<tr>
<td>Yes</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 4.3 above shows that majority (75%) would take up TSC employment while 25% would not be willing.

Reasons advanced for willingness to take up TSC employment were better terms of service, remunerations were higher, its permanent and pensionable, better incentives like loans, availability of promotions, job security and recognition by the employing body. Those unwilling to take up TSC employment said they are paid better in their current stations and terms were better with current employers and others indicated that they were over age for TSC employments.
Respondents were asked about the teacher turn-over and gave the following data below in Figure 4.9

**Figure 4.9 Teacher Turn-Over in sampled private secondary schools**

Majority of the respondent 48.3% indicated that teacher turnover was low, 44.8 high and 6.9 said it was very high.

4.2.2 Research question two: To what extent does the adequacy of funds affect the management of private schools in the provision of education in Embu County?

Respondents were asked to rate fees paid and bursary schemes available to students in private schools. The summaries of their responses are given in Figures 4.10 below.
Figure 4.10 Rating Fees Paid by Students

Figure 4.10 shows that majority of respondents' 57% rate the fee paid as high to very high while 37% said it was low and 6% very low.

Figure 4.11 Students Fee Arrears Status (September, 2011 – December, 2011).
As shown in Figure 4.11 fee arrears was 50-50 to the respondents, that is, 50% had balances while another 50% had cleared their fees. The findings indicated that half of those enrolled in private secondary schools managed to pay fees promptly while the other half had fees arrears. These findings attempted to show that this was a challenge in management as it depended mainly of funds paid by parents through school fees.

The interviews conducted by the researcher showed that fees paid by students were inadequate to run these institutions. Information gathered indicated that the management closed the year with unpaid debts which included teachers' salaries for the month of November and December. The management kept increasing fee every year which saw many students transfer as they begin the second year. This translated to low enrolment. Fees balances were as below in Table 4.4.

<table>
<thead>
<tr>
<th>Fee arrears in Ksh.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2500</td>
<td>23</td>
</tr>
<tr>
<td>2500 - 5000</td>
<td>23</td>
</tr>
<tr>
<td>5001 - 7500</td>
<td>5.3</td>
</tr>
<tr>
<td>7501 and above</td>
<td>48.7</td>
</tr>
</tbody>
</table>

Majority of the students respondent indicated that their fee arrear were Ksh. 7501 or more (48.7%) and the lowest between 5001 - 7500 (5.3%). 1 - 2500 and 2500 - 5000 had 23% each. This finding attempted to show that a high percentage had fees balance out of the fee required of between 15,000 - 20,000 for day schools and 25,001-30,000
and above for boarding secondary school. This hindered the private secondary schools management from implementing some of its major school programmes.

Figure 4.12 Students Bursary Schemes Available – (2010 – 2011)

Figure 4.12 shows that majority of respondents (27%) received financial assistance from CDF for their fee expenses. 24% were funded through school based bursary scheme, 20% by well wishers, 18% by the Church/Sponsor and only 11% got assistance from the Local County Council through LATF.

On availability of funds to finance development projects, respondents sampled out the following data indicating the possible sources of these funds.
Table 4.5 Financing Development Projects (2010 – 2011)

<table>
<thead>
<tr>
<th>Sources of Development Funds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution by Parents</td>
<td>14.2</td>
</tr>
<tr>
<td>CDF</td>
<td>Nil</td>
</tr>
<tr>
<td>LATF</td>
<td>Nil</td>
</tr>
<tr>
<td>Grants by the MoEST</td>
<td>Nil</td>
</tr>
<tr>
<td>Well wishers/Donors</td>
<td>57.1</td>
</tr>
<tr>
<td>Self contribution by Proprietors</td>
<td>28.7</td>
</tr>
</tbody>
</table>

Data above in Table 4.5 showed that private schools mainly finance development projects through donations from well wishers (57.1%) followed by self contributions by proprietors is 28.7% and the parents contributed 14.2%. It was also evident that these schools didn’t receive development funding from CDF, LATF or grants by the MoEST.

4.2.3 Research question three: What issues are affecting academic performance in private schools in Embu County?

On performance, the Figure 4.13 showed the responses on who performs better between private schools and public schools.

Figure 4.13 Private versus public schools performance
Majority of the respondents (63%) said those private schools were performing better while 37% felt public schools were better in performance.

Reasons advanced by those in favour of private schools gave the following reasons for better performance. They included that teacher – student ratio is low compared to public schools, teachers were highly motivated and worked extra time with dedication and since the employer was near, strict supervision was done and teachers understood that performance in once's subject is the job security. Public schools were said to perform because they admit the cream students, had enough instructional materials, facilities like well equipped laboratories and teachers were motivated through incentives if they perform better.

The study sought to know how the respondents rated their performance and the responses were as articulated in the Table 4.6 below.

Table 4.6 Ratings of Performance in sampled private secondary schools.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Above average %</th>
<th>Average %</th>
<th>Below average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>19.1</td>
<td>72.7</td>
<td>8.2</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
<td>68</td>
<td>08</td>
</tr>
<tr>
<td>Principals</td>
<td>28.6</td>
<td>57.1</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Table 4.6 above indicates that majority of the respondents rated their performance average with Students at 72.7%, Teachers 68% and Principals 57.1%. The same respondents rated performance at above average with Principals at 28.6%, Teachers at
24% and Students at 19.1%. Respondents rated performance as below average with Principal's at 14.2%, Students at 8.2% while the Teachers were at 8%.

On students and teacher's motivation for improved performance, the Figure 4.14 below indicated:

**Figure 4.14 Students and Teachers' Motivation (2010-2011).**

From Figure 4.14, the common mode of motivation for both teachers and student was verbal at 31.4% and 46.5% respectively. Least common among teachers was sponsorship for further education or training at 2.8% and for the students, non financial rewards like tour and recognition letters both at 12.6%. Students were not motivated through grade promotions or increase in remuneration.

Interviews conducted indicated that performance in private secondary schools in Embu County was being affected by high teacher turn-over which affects the teachers' stability in one station; teachers were overwhelmed by teaching workload, students finding their
way to private secondary schools after they are sent away from public schools due to indiscipline or non performance.

4.2.4 Research question four: What are the possible solutions to the challenges facing private secondary schools management?

Respondents who participated in the interviews and filling of the research questionnaires conducted by the researcher did indicate a number of ways they thought would improve the overall management of private schools.

Principals of private secondary schools said they needed to incorporate current trends in management and also apply accountability in money management. Matters concerning employment policies for teachers as well as the government providing teachers, focusing more on human resource development and regular appraisal, provide CDF and LATF bursaries and government to give subsidy and material support were addressed. Principals needed have financial control of school finances and be audited yearly and to have permanent terms of employing workers especially teachers. The advocated for interchange program for benchmarking purposes with other private secondary schools that were performing better.

Teachers said that their pay package needed to be improved to boost teaching and support staff. They needed to be including in administrative management to enable them contributing towards management issues. Establishing a rigid union for private schools to monitor teachers' performance was another way as well as ensuring that management is professionally qualified.

Students suggested possible solutions to private secondary schools management. Such included rewarding students who performed well, introducing a more elaborate curriculum that offered computer studies, organizing for educational tours and provision of adequate instructional and revision materials.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
In this chapter the results of the study were discussed and recommendations made thereafter.

5.1 Summary of the Findings

(i) Majority of respondents were males (56%), while females were 44%.

(ii) Majority of respondents were from Boarding Schools (86%), and 14% from Day Schools.

(iii) Majority of respondents (Teachers) were Bachelor of Education holders (60%), followed by 12% with Masters Degree, 12% Diploma Certificate holders, 8% with Bachelor of Science and 4% with Bachelor of Arts and 4% with ‘A’ Level Certificate.

(iv) Majority of the students respondents were 17 years (38%), 16 years and below were 31.6%, 18 years were 24%, 19 years were 5.1% and those at 20 years and above were 1.3%.

(v) Majority of respondents teaching in private schools were 30 years and below (54.4%), followed by 31-40 years with 36.4% and lastly age 41-50 and 51 and above each 4.5%.

(vi) Principals respondents with 30 years and below, 31-40 years and 41-50 years were all at 14.3% each while majority were at 51 years and above making 57%.

(vii) From the findings 48% of the respondents felt dormitories were adequate, 40% very adequate, 9% inadequate and 3% very inadequate. On bathrooms, 47% said they were adequate, 34% very adequate, 15% inadequate and 4%
very inadequate. 51% said the toilets were adequate, 33% very adequate, 13% inadequate and 3% very inadequate.

(viii) From the findings 59% of the respondents on instructional materials said Text books were adequate, 20% very adequate, 19% inadequate and 3% very inadequate. On Revision materials, 46% adequate, 28% very adequate, 21% inadequate and 8% said they were very inadequate. Response on Reference books was 46% adequate, 18% very adequate, and 35% said they were inadequate and 20% said they were very inadequate.

(ix) Majority of the respondents (76%) had not worked with TSC before while 24% of the respondents had previously worked under TSC.

(x) Majority (75%) indicated that they would take up TSC employment while 25% would not be willing.

(xi) Majority of the respondent 48.3% indicated that teacher turnover was low, 44.8% high and 6.9% said it was very high.

(xii) Reasons advanced for willingness to take up TSC employment were better terms of service, remunerations is higher, its permanent and pensionable, better incentives like loans, availability of promotions, job security and recognition by the employing body. Those unwilling to take up TSC employment said they were paid better in their current stations and terms were better with current employers and others indicated that they were over age for TSC employments

(xiii) Majority of respondents (40%) rated fees paid as high, 17% very high, 37% low and 6% very low.

(xiv) Fee arrears was 50-50 to the respondents, that is, 50% had balances while another 50% had cleared their fees.

(xv) Majority of the students respondent indicated that their fee arrear were Ksh. 7 501 and above (48.7%) and the lowest between 5 001 – 7 500 (5.3%). 1 – 2 500 and 2 500 – 5 000 had 23% each.
(xvi) Majority of respondents (27%) received financial assistance from CDF, 24% funded through school based bursary scheme, 20% by well wishers, 18% by the Church/Sponsor and only 11% got assistance from LATF.

(xvii) Development projects funds from well wishers (57.1) were the highest followed by self contributions by proprietors is 28.7% and the parents contributed 14.2%. It was also evident that these schools didn’t receive development funding from CDF, LATF or grants by the MoEST.

(xviii) Majority of the respondents (63%) said those private schools were performing better while 37% felt public schools were better in performance.

(xix) Reasons advanced by those in favour of private schools gave the following reasons for better performance. They included that teacher – student ratio is low compared to public schools, teachers were highly motivated and worked extra time with dedication and since the employer was near, strict supervision was done and teachers understood that performance in once subject is the job security. Public schools were said to perform because they admit the cream students, had enough instructional materials, facilities like well equipped laboratories and teachers were motivated through incentives if they perform better.

(xx) Majority of the respondents rated their performance average (Students 72.7%, Teachers 68%, and Principals 57.1%).

(xxi) Common mode of motivation for both teachers and student was verbal at 31.4 % and 46.5% respectively. Least common among teachers was sponsorship for further education or training at 2.8% and for the students, non financial rewards like tour and recognition letters both at 12.6%.
5.2 Conclusion

Human, physical resources and funding were found to be challenges facing the management of private institutions in Embu County, Kenya. Others were poor administrative structures within private secondary school and also lack of support by the MoEST as private secondary schools lack access to resources from the ministry. These challenges should be addressed by the Ministry of Education, Proprietors and manager of private secondary schools, sponsors and other relevant education stakeholders so as to improve efficiency in private secondary schools.

5.3 Recommendations

From the results of the study, it is essential to make recommendation to the government. One, through the MoEST, the government should extent its financial assistance in form of aid/grants to private school. Funds meant for FSE should be extended to private secondary schools to subsidize what the parents pay as school fees.

Another recommendation to the government is to have TSC post qualified teachers in these private schools. Bursary from CDF and LATF should be used to assist those with fee default to clear their fee arrears. Even before a school is registered, the MoEST should ensure that the management is professionally qualified. Teachers teaching in these schools should all be registered with the TSC as a means of ensuring that all are qualified. The government should set well defined standards to be met by private secondary schools. Policies should be well defined. Private schools should form a rigid union which would assist in scrutinizing the welfare and help in improving the rate and levels of education provided.

Proprietors of private secondary schools managements should focus more on human resource development. They should ensure that they have better terms of employing permanent and pensionable teaching and non teaching staff to guarantee permanency and reduce high turnover. The staff should be remunerated well. School based scholarships for deserving needy and well performing students should be established. Regular
appraisal should be employed to check staff performance. A finding-based recommendation showed that principals should have control of school finances which should be audited yearly. Parents should be involved in management through BOG and PTA.

Further research is also recommended with regard to the quality of education provided in private secondary school. In addition, research of this kind should be extended to other private secondary institutions in a bid to assessing the quality of education provided countrywide.

5.4 Suggestions for Further Research

This study has explored challenges facing private secondary schools management in the provision of education. There are many other aspects of private schools that can be looked into:

5.4.1 A major study could be undertaken to investigate the impact of private secondary schools management in the provision of education.

5.4.2 The study can be done to find out the efficiency of school Principals in the management of private secondary schools.

5.4.3 This study concentrated on private secondary schools. A research similar to this one can be done to look in to challenges affecting private primary schools management in the provision of education.
REFERENCES


APPENDIX A

Questionnaire for Principals/Deputy Principals

I am a post graduate student in Kenyatta University pursuing a Masters Degree in Education (Educational Planning). I am collecting data on Management of Private Secondary Schools in the Provision of Education in Embu County, Kenya.

I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution.

Please answer the questions as honestly and truthfully as possible by ticking in the spaces provided.

Section A: General information.

1. School Information
   i) Category: Church Managed ( ) Individually Owned ( )
   ii) Single stream ( )
       Double stream ( )
       Triple stream ( )
   iii) Day School ( ) Boarding ( ) Day & Boarding ( )
   iv) Boys ( ) Girls ( ) Mixed School ( )

2. Age of respondent
   i) Less than 30 years ( )
   ii) 31 to 40 years ( )
   v) 41 to 50 years ( )
   vi) 51 and above ( )

3. Your Gender: Male ( ) Female ( )

4. Please indicate your highest level of education.
Dip ( ) Bed ( ) Masters Degree ( )

Any others specify

5. Have you worked in any other school before?

Yes ( ) No ( )

If yes, for how long have you worked in the other school?

i) Less than 5 years ( )

ii) 6 to 10 years ( )

iii) 11 to 15 years ( )

iv) 16 years and over ( )

6. How long have you worked in the current school?

i) Less than five years ( )

ii) 6 to 10 years ( )

iii) 11 to 15 years ( )

iv) 16 and above ( )

7. i) Have you worked with Teachers Service Commission (TSC) in the past?

Yes ( ) No ( )

ii) If you got employed by the Teachers Service Commission, would you consider leaving your current station?

Yes ( ) No ( )

If yes, why?

If no, why?

8. Is the school registered by the Ministry of Education Science and Technology?
Yes ( ) No ( )

If yes, is the certificate of registration valid or is it a provisional one?
Valid ( ) Provisional ( )

9. Is the school registered by Kenya National Examination Council (KNEC) as an examination centre?
Yes ( ) No ( )

10. Does the school have a Board of Governors?
Yes ( ) No ( )

11. Does the school have an operational Parent-Teachers Association?
Yes ( ) No ( )

Section B: Human, Physical and Other Resources.

12. How do you assess the rate of demand for private secondary school education
   Too high ( ) High ( ) Moderate ( ) Low ( ) Poor ( )

13. How many teachers and non teaching staff do you have?
   Teachers’ ___________________________ Non Teaching Staff__________________________
   i) Are they enough as per the schools establishment?
   Yes ( ) No ( )
   ii) Explain__________________________________________________________

14. How is the teacher turn-over?
   Very High ( ) High ( ) Low ( ) Very Low ( )

15. How do you recruit the teachers?
   Advertise and interview ( )
   Advertise and agree one on one ( )
16. What is the teachers’ nature of service?
   Contract ( )  Permanent Employment ( )

17. i) Are teachers rewarded for good/ improved performance?
   Yes ( )  No ( )

   ii) If yes, how? May tick more than one.
   Promotion in grade ( )
   Increase in remuneration ( )
   Recognition letter ( )
   Issuing of certificate ( )
   Congratulate verbally ( )
   Non financial reward e.g. tour ( )
   Sponsor for further education/continued training ( )

18. i) How do you recruit the non teaching staff?

   ii) What is the nature of their service?
   Contract ( )  Permanent Employment ( ) Temporal Employment ( )

   iii) How is the non teaching turning over?
   Very High ( )  High ( )  Low ( )  Very Low ( )

19. Are the classrooms conducive for your students? Yes ( )  No ( )

20. Is there a school library in this school? Yes ( )  No ( )

   i) Is the library well equipped? Yes ( )  No ( )

   ii) Assess the availability of instructional materials in the school?
21. Are the school laboratories well equipped? Yes ( ) No ( )

22. If the school has boarding facilities, please rate their adequacy

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23. i) How would you rate fees paid in your school?

   Very High ( ) High ( ) Low ( ) Very low ( )

   ii) Rate the fees paid by students in this school.

   Ksh. 15,000 – 20,000 ( )
   20,001 – 25,000 ( )
   25,001 – 30,000 ( )
   30,001 and above ( )

24. Funds paid by students as schools, are they enough to sustain the school?
25. Which bursary schemes are available to students in private secondary schools?

- LATF (County Council) Bursary ( )
- CDF Bursary ( )
- School Bursary ( )
- Church Bursary ( )
- Well wisher ( )
- Others, specify

26. How does the school raise funds to finance its development projects? May tick more than one.

- Students pay Development Fund ( )
- Constituency Development Fund ( )
- Local Authority Transfer Fund ( )
- Grants from the Ministry ( )
- Well Wishers ( )
- Others, specify

Section D: General Academic Performance.

27. i) Who performs better,

- Private school ( )
- public school ( )

ii) In your view, why do students in the private schools perform better than those in the public schools or the vice versa.
28. Please fill in the information below on schools performance over the last five years

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29. As a Principal/Deputy Principal, how would you rate the performance of this school?
   
i) Above average  ( )
   
ii) Average  ( )
   
iii) Below average  ( )

30. As the Principal/Deputy Principal of this school where do you rank yourself in the following parameters?
   
i) Highly Motivated  ( )
   
ii) Motivated  ( )
   
iii) De-Motivated  ( )

31. How has the Free Day Secondary Education affected the management of private schools in the provision of education?
32. Other than the issues raised above on human and physical resources, funding and performance, comment on any other challenges that are affecting the management of this private secondary school?

32. Suggest ways of improving the management of private secondary schools?
APPENDIX B

Questionnaire for Teachers

I am a post graduate student in Kenyatta University pursuing a Masters degree in education (Educational Planning). I am collecting data on 'Management of Private Secondary Schools in the Provision of Education in Embu County, Kenya.

I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution.

Please answer the questions as honestly and truthfully as possible by ticking in the spaces provided.

Section A: General information.

1. School category:- Church Managed () Individually Owned ()

2. Age of respondent
   iii) Less than 30 years ()
   iv) 31 to 40 years ()
   v) 41 to 50 years ()
   vi) 51 and above ()

3. Your Gender: Male () Female ()

4. Please indicate your highest level of education.
   Dip () B.ed () Masters Degree ()
   Any others specify ________________________________

5. Have you worked in any other school before?
   Yes () No ()
If yes, for how long have you worked in the other school?

iii) Less than 5 years ( ) iii) 11 to 15 years ( )

iv) 6 to 10 years ( ) iv) 16 years and over ( )

6. How long have you worked in the current school?

v) Less than five years ( ). iii) 11 to 15 years ( )

vi) 6 to 10 years ( ) iv) 16 and above ( )

7. i) Have you worked with Teachers Service Commission (TSC) in the past?
Yes ( ) No ( )

ii) If you got employed by the Teachers Service Commission, would you consider leaving your current station?

Yes ( ) No ( )

If yes, why?

If no, why?

Section B: Human, Physical and Other Resources.

8. How do you assess the rate of demand for private secondary school education

Too high ( ) High ( ) Moderate ( ) Low ( ) Poor ( )

9. How is the teacher turn-over?

Very High ( ) High ( ) Low ( ) Very Low ( )

10. How are the teachers recruited? Through:-

81
11. What is the teachers' nature of service?
   Contract ( )  Permanent Employment ( )  Temporal ( )

12. i) Are teachers rewarded for good/ improved performance?
   Yes ( )  No ( )

   ii) If yes, how? Can tick more than one.
   Promotion in grade ( )
   Increase in remuneration ( )
   Recognition letter ( )
   Issuing of certificate ( )
   Congratulate verbally ( )
   Non financial reward e.g. tour ( )
   Sponsor for further education/continued training ( )

13. Are the classrooms conducive for your students? Yes ( )  No ( )

14. Is there a school library in this school? Yes ( )  No ( )

15. i) Is the library well equipped? Yes ( )  No ( )
   ii) Assess the availability of instructional materials in the school?

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</table>

16. Are the school laboratories well equipped?
Yes ( )  No ( )

17. If the school has boarding facilities, please rate their adequacy

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<td>Toilets</td>
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</table>

Section C: Funding.

18. How would you rate fees paid in your school?

Very High ( )  High ( )  Low ( )  Very low ( )

19. Which bursary schemes are available to your students in private secondary schools?

LATF (County Council) Bursary ( )
CDF Bursary ( )
School Bursary ( )
Church Bursary ( )
Well wisher ( )
Others, specify __________________________

Section D: General Academic Performance.

20. i) Who performs better,
private school ( )  public school ( )

ii) In your view, why do students in the private schools perform better than those in the public schools or the vice versa.
21. As teacher in this school, how would you rate the performance of this school?

   i) Above average ( )

   ii) Average ( )

   iii) Below average ( )

22. As a teacher of this private secondary school where do you rank yourself in the following parameters?

   i) Highly Motivated ( )

   ii) Motivated ( )

   iii) De-Motivated ( )

23. How has the Free Day Secondary Education affected the management of private schools in the provision of education?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

24. What challenges do you experience in the course of your duty?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

25. Suggest ways of improving the overall management of private secondary school?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
APPENDIX C

Questionnaire for Students

Please, fill in the questionnaire as honestly and truthfully as possible. It is strictly for educational purposes and any information given will be treated with confidentiality.

Do not write your name or the name of your school.

Section A: General information.

1. In which form/class are you?
   Form 1 ( )  Form 2 ( )  Form 3 ( )  Form 4 ( )

2. What is your gender? Male ( )  Female ( )

3. Please indicate your age bracket.
   16 and below ( )
   17 years ( )
   18 years ( )
   19 years ( )
   20 years and above ( )

4. Indicate the nature of your parentage
   Both parents ( )
   Single parent ( )
   Guardian ( )

Section B: Physical, Human and Other Resources

5. Are the classrooms conducive for your students? Yes ( )  No ( )
6. Is there a school library in this school? Yes ( )  No ( )
7. i) Is the library well equipped? Yes ( ) No ( )

ii) Assess the availability of instructional materials in the school?

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8. Are the school laboratories well equipped? Yes ( ) No ( )

9. If the school has boarding facilities, please rate their adequacy

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</table>

Section C: Funding

10. How would you rate the fees paid in your school

   Very High ( ) High ( ) Low ( ) Very low ( )

   i) Do you have any fees balance?

   Yes ( ) No ( )

   ii) If yes, how much?

   Ksh. 1 - 2,500 ( ) 5,001 - 7,500 ( )

   2,501 - 5,000 ( ) 7,501 and above ( )
i) Have you ever received financial assistance to pay your school fees?
   Yes ( ) No ( )

ii) If yes, specify the sources? May tick more than one.
    LATF (County Council) Bursary ( )
    CDF Bursary ( )
    School Bursary ( )
    Church Bursary ( )
    Well wisher ( )

Section D: General Academic Performance

11. i) Who performs better, those in private school ( ) or those in public school ( )

   ii) In your view, why do students in the private schools perform better than those
       in the public schools or the vice versa.

12. How would you rate the performance of your school?

   i) Above average ( )
   ii) Average ( )
   iii) Below average ( )

13. i) Are students recognized for their good performance?
    Yes ( ) No ( )

   ii) If yes, how? Can tick more than one.
       Promotion in grade ( )
       Increase in remuneration ( )
       Recognition letter ( )

87
Issuing of certificate ( )
Congratulate verbally ( )
Non financial reward e.g. tour ( )
Sponsor for further education/continued training ( )

14. Suggest ways of improving the schools performance?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Other than the school fees, what other charges? Explain.

Over the years, has the school...

In your view, what factors are affecting the school's performance?

How has the Free Basic Education Act affected the performance of schools in the province of ...

Other than the issues listed above, what other factors may be affecting the school's performance, consistent with the practice of private schools in the province of ...
APPENDIX D

Interview schedule for BOG

1. School

2. How are you involved in the running of the school?

3. i) Are you involved in the recruitment of the teaching and non teaching staff?
   ii) Explain the process/ procedure used in recruiting them?

4. Does the school have adequate physical facilities? How do you finance the schools development projects?

5. What challenges do you face as the school Board of Governor in undertaking the schools development projects?

6. i) How adequate is the school fees paid by students in this school to run the school affairs?
   ii) Other than the school fees paid by the students, what other sources of funds do you has? Explain.

7. Over the years, has the schools performance been improving or not? Explain.

8. In your view, what factors are affecting the schools performance?

9. How has the Free Day Secondary Education affected the management of private schools in the provision of education?

10. Other than the issues raised above on human and physical resources, funding and performance, comment on any other challenges that are affecting the management of this private secondary school?
## APPENDIX E.

### Budget Allocation

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APPENDIX F

Permission letter

KENYATTA UNIVERSITY,

DEPARTMENT OF EDUCATIONAL MANAGEMENT,

POLICY AND CURRICULUM STUDIES,

P.O BOX 43844-00100 GPO,

NAIROBI. DATE____________________

Dear Sir/Madam,

RE: INVOLVEMENT OF YOUR INSTITUTION IN RESEARCH

I am a Post-Graduate student at Kenyatta University pursuing a Masters in Education degree. I am undertaking a research study in the field of Educational Planning. My research topic is: - Management of Private Schools in the Provision of Education in Embu County, Kenya. You have been chosen to participate in this study.

Your co-operation in answering the questions faithfully will be appreciated.

All the data collected will be treated with utmost confidentiality and will be used only for the purpose of this study.

Yours faithfully,

SELINA M. KIVARA,

M.ED. Student - Researcher

REG. NO. E55/CE/14319/09
## APPENDIX G

### Time Frame

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THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss/Institution
Selina Mbuvi Kivara
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi
has been permitted to conduct research in
on the topic: Challenges facing private secondary schools management in the provision of education in Embu County, Kenya
for a period ending, 30th June, 2012.

Applicant's
Signature

Secretary
National Council for Science & Technology

Research Permit No. NCST/RCD/14/01/241
Date of issue: 23rd March, 2012
Fee received: KSH. 1,000
1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

(GPK60563/11/2011)

(CONDITIONS see back page)
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Challenges facing private secondary schools management in the provision of education in Embu County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Embu County for a period ending 30th June, 2012.

You are advised to report to The District Commissioners and the District Education Officers, Embu County before embarking on the research project.

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

DR. M. K. RUGUTT, PhD-HSc.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Embu County.
EMBU COUNTY

COUNTY BOUNDARY
IBRC CONSTITUENCY BOUNDARY
WARDS BOUNDARY

Gachoka
Manyatta
Runyenjes
Siakago

8 Kilometers

(ii) Emerging Issues (According to the JLA Report)

No emerging issues.