PRIVATE SCHOOLS’ INVOLVEMENT IN THE PROVISION OF SECONDARY SCHOOL EDUCATION IN NYANDARUA DISTRICT, KENYA.

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN KENYATTA UNIVERSITY

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DECLARATION

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

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To the Almighty God for protection, provision and guidance

and

To my dear parents, John Kande and Merioth Kande, for their love, care, encouragement and support in my Studies.
ACKNOWLEDGEMENT

This study would not have been completed without the help, co-operation and contribution of many people, some of whom I wish to acknowledge for their valuable assistance.

Profound gratitude goes to both Professor F. Q. Gravenir and Professor J. O. Olembo who were my supervisors. The two patiently guided me through this research and discussions with them played a major role in shaping this work.

Special thanks to academic and non-academic staff members of the School of Education for their guidance through course work and thesis. I must mention Mr. Wesonga and Mr Gatimu for their help. I am also grateful to all my colleagues: M.ED class of 2000, Caroline Cherotich, John Nderitu, Joab Namai, Lawrence Emong’ole and the late Anthony Kinyua, for their valuable suggestions and contributions throughout the study period.

My heartiest thanks go to my parents-my father, the late John Kande Gichuki and mother, Merioth Muthoni Kande, for financial and moral support that enabled me move higher in academic horizons. Deep appreciation goes to my sisters Elishiba Wangeci, Alice Wairimu, Mary Wanjiku, Grace Njoki and brother Charles Gichuki for their support and understanding during my quest for further education. Special thanks to Johnson Weru for moral support and encouragement.

Thank you and may the Almighty bountifully bless and protect you all.
The purpose of this study was to investigate private schools’ involvement in the provision of secondary school education in Nyandarua District. The statement of the problem is that demand for secondary education in Kenya is high whereas the corresponding supply is low.

The nature of education as a quasi-public good necessitates that it be provided from both public and private sources. Due to financial constraints, the government is not able to wholly meet the educational demand for its population. The secondary education level is much affected because there is disequilibrium in that demand far surpasses supply. Private sector participation if given the enabling policy environment plays a complementary role in the provision of education and thus attempts to bridge the demand – supply gap.

Literature was reviewed in three categories: Demand for secondary education, ability of the government to meet the demand for secondary education and private sector involvement in supply of education.

This study was carried out in Nyandarua District. Descriptive survey design was adopted to conduct the study. Data was collected through questionnaires, interviews and Focus Group Discussion. The study had a total of 35 respondents that included 13 head teachers, 4 proprietors, parent representatives for each class in 4 schools, Nyandarua D.E.O. and District Inspector of schools in charge of Secondary section. Validity of the instruments was determined through consultation with the supervisors and in departmental and faculty seminars. Reliability was determined through split-half method by use of Spearman-Brown Correlation formula. Data was analysed using Microsoft Excel and presented in means, frequency distributions, and percentages.
Some of the major findings included: the 13 schools have an enrolment of 1952 students, their major roles are supplementing what is offered by government schools as well as offering more placement for secondary schools, some of the obstacles were lack of funds, high inflation of teaching-learning materials and lack of teachers. The conclusions included: school equipment cost need to be subsidized, bright but needy students require consideration in bursaries, Government to provide political goodwill and lower bank loan interests to help the proprietors.

Major recommendations included: government to create a conducive economical environment thereby enhancing private schools involvement in improving access to secondary school education, there should be strong supervisory structures to ensure quality education, private schools to enjoy tax rebates on land rates and teaching-learning materials and bursary funds to be extended to the schools to help needy but bright students.
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LIST OF ACRONYMS & ABBREVIATIONS

C.P.E  Certificate of Primary Education
D.E.O.  District Education Officer
E.F.A  Education For All
F.G.D  Focus Group Discussion
G.E.R.  Gross Enrolment Rate
J.I.C.A  Japan International Co-operation Agency
K.C.P.E.  Kenya Certificate of Primary Education
K.C.S.E  Kenya Certificate of Secondary Education
R.O.K.  Republic of Kenya
T.IQET  Totally Integrated Quality Education and Training
T.S.C  Teachers Service Commission
UNESCO  United Nations Educational, Scientific and Cultural Organization
U.P.E  Universal Primary Education
WERK  Women Educational Researchers of Kenya
CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

This chapter comprises of background to the study, statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, assumptions of the study, limitations of the study, theoretical and conceptual framework, and definition of significant terms.

1.1 Background to the Study.

Education is viewed as an important investment for social, economic and political development. Article 26 of the United Nations’ Universal Declaration of Human Rights, states that every child has a Right to Education. The World Education Forum, held in Dakar (2000), was about making this declaration a reality. This forum was the culminating event of the Education For All (EFA), initiated in Jomtien in 1990 (Daily Nation, 26th March, 2001).

Secondary education is the second cycle of the system of education and the transitional stage between primary and higher education, training, and the world of work. Secondary education is looked upon as the gateway to social & economic advancement because of its placement between primary and tertiary sectors, in structure and content. The stage of youth development (14-18 years) prepares them for responsibilities of adulthood by providing relevant skills that will enable them to contribute positively to the development of society. Due to this expectation, the Kenyan Government greatly expanded secondary education during the first ten years of independence in terms of numbers of schools, student enrolments and numbers of
teachers. The expansion was aimed at providing economic development by providing for the severe shortages of manpower that existed at independence and to provide more opportunities of access to this stage of learning. Rising demand for this level saw the creation and expansion of harambee secondary schools (Republic of Kenya, 1976).

Strong evidence shows that the Jomtien objectives of Education For All are not being met in Kenya. A WERK (Women Educational Researchers of Kenya) paper presented by Nzomo in the year 2000, on issues affecting the achievement of Basic Education For All (EFA) shows that despite the increasing Government expenditure on education, the Gross Enrolment Ratio (GER) has been declining and this is a basic issue in education. More school-going age children have no access or have limited access to quality education. There is high demand for secondary education while the corresponding supply is very low (World Bank, 1992:54). This is a big challenge that needs to be addressed urgently if Kenya is to be industrialised by the year 2020.

The importance of secondary education has made it be regarded as basic thus including it in the Minimum Education Package (Republic of Kenya, 1999). The average Gross Enrolment Rate (GER) in secondary school education has been declining since 1990: from 29.4% in 1990 to 21.5% in 1999, due to low transition rate of primary school pupils to secondary schools (Ayako, 2000). This is shown in Table 1.1.
Table 1.1 Gross Enrolment Rates in Secondary School by Gender, 1990 – 1999.

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As can be seen from Table 1.1, there is a downward trend in gross enrolment for secondary education and this requires immediate intervention from all stakeholders of education in Kenya.

Current statistics also indicate that the average transition rates to secondary school stand at 39.9%; that of girls at 39.1% and boys 40.5%. Having a transition rate to secondary school of less than 50% is very disturbing, since it implies that 23.85% of those who complete primary education cycle proceed to secondary education level. This implies that less than 25% of the pupils enrolled in standard one manage to survive through the system, until they are promoted to form one of secondary education. (Ayako, 2000)

Table 1.2 Primary to Secondary School Transition Rates (%) by Gender, 1990-1999

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<td>FEMALE</td>
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<td>35.0</td>
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<td>AVERAGE</td>
<td>41.3</td>
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From the Table it is clear that very few pupils manage to move from class eight to form one inspite of the fact that majority would be willing to proceed to the secondary level of education.

Part of the reason for this low transition rate is poor performance in national examinations combined with lack of adequate places in secondary (Form one). The percentage of pupils missing placement at secondary level has continued to rise with the figure standing at 55.1% in 1997 and 55.2% in 1998. In 1998, a total of 248,276 candidates who sat the KCPE examinations did not proceed to secondary schools due to limited space, (Daily Nation January 5th, 1999). This trend is very discouraging and needs to be addressed urgently. Lack of access to secondary education calls for solid partnership between the public and private sector. The re-introduction of free primary education by the Kenya Government in the year 2003 calls for establishment of more secondary schools. The country’s low economy does not allow the government to be the sole provider of education. In addition, the nature of education as a quasi – public good necessitates that it be provided in part from private sources because of private benefits and from the government because of social benefits.

Educational statistics presented at a UNESCO organized meeting in Jordan 1995, showed that in some developing countries, private schools were providing more than 50% of school places for children (Daily Nation January 5th, 1999). For instance, in Haiti, the private sector provides 72% of primary school enrolments and 84% of secondary school places. In the Dominican Republic, 20% of primary enrolments are
in private primary schools while the private secondary schools provide for almost 30% of total enrolments. Denominational schools provide 75% of total primary enrolments and 50% of secondary (World Bank, 1993).

In Kenya today, private schools provide only 10% of primary school places. The figure for secondary schools is even lower (Daily Nation January 5th, 1999). For example, in Nyandarua District, there are 89 private primary schools against 306 public primary schools and 13 private secondary schools against 86 public secondary schools (Nyandarua District Statistics, 2001). According to Daily Nation 5th January, 1999, Kenyans have shown a lot of initiative in developing good private schools and with some support from the government, private school developers can do a lot more. This would not only ease pressure on public schools but would also result in substantial reduction in government’s expenditure on education. The crisis now facing the government in the financing of education underscores the need for more private schools.

Private schools are also mandated to not only increase access but also provide quality education through availability of essential resources as well as good performance at national examinations. Quality teachers should impart good learning. Availability of classrooms, libraries, laboratories and other physical facilities enhance the teaching resources. In addition, examination results are an indication of internal efficiency.
1.2 Statement of the Problem

Demand for secondary school education in Kenya is high whereas the corresponding supply is low. For example, 56.95% of pupils who sat K.C.P.E in 2001 did not go to form 1 in 2002 because there were no places for them (Daily Nation January 7th, 2002). The race to secondary school education is increasingly becoming tough and exacting. The Government has been doing quite a lot spending 30% of its recurrent budget annually on education. Although education is a basic need, and of utmost importance to both individual and social economic development, more allocation from the budget would generate greater disequilibria in the development of the country’s social economy.

A combination of alternative providers of education is unavoidable. For instance the private sector complements the efforts of the Government. Private schools have a big potential of helping to bridge the gap between supply and demand of education. There is need to determine the extent to which the private sector has participated in the provision of secondary education. In Nyandarua district, for example, secondary schools are inadequate to service the big numbers of pupils completing primary education (Nyandarua District Development Plan, 1997-2001). In the district, enrolment in primary schools stands at 124,321 and in secondary schools, it is 17,146. There are 395 primary schools against 99 secondary schools.

The study sought to investigate the extent to which the private schools were complementing government efforts in provision of quality secondary school education
in Nyandarua District. This was through enrolment, availability of essential resources and performance. In addition it identified difficulties faced by the schools, their solutions and how various stakeholders in education could help private initiative in provision of education.

1.3 Purpose of the Study

The purpose of this study was to investigate the private schools' involvement in the provision of secondary school education in Nyandarua District.

1.4 Study Objectives

The study was guided by the following objectives:

1) To determine the extent to which the private schools have contributed in the provision of secondary school education.

2) To identify the difficulties that private school developers face in their initiative to provide education at the secondary level.

3) To identify possible solutions to the difficulties faced.

4) To determine ways in which other stakeholders of education (Ministry of Education, proprietors, parents & students) could support private providers of secondary school education.

1.5 Research Questions

The study sought to answer the following research questions:

a) To what extent (through enrolment, resources and performance) have the private schools contributed to the provision of secondary school education in Nyandarua district?

b) What are the problems encountered by private school developers in their
initiative to provide quality secondary school education?

c) What are the possible solutions to these problems?

d) In what ways can stakeholders in education help private initiative in provision of secondary school education?

1.6 Significance of the Study

This study is significant in that it provides a feedback that may stimulate a discussion by policy makers, educationists, educational planners, private school proprietors, parents and all other stakeholders in education concerning private sector involvement in provision of secondary education.

It is hoped that the findings and recommendations of this study would assist educational planners and policy makers in planning and decision-making concerning private schools’ involvement in provision of secondary education. The study adds more literature to the existing body of knowledge on Economics of Education especially on privatisation in education. Since few studies have been conducted examining private secondary schools’ involvement in education, the current study adds to the pool of academic knowledge in that area.

The study is significant in its attempt to investigate private schools’ involvement in the provision and development of secondary education in Nyandarua District.

1.7 Assumptions of the Study

The basic assumption of the study was:

1. Private schools have an important role in development of education in Kenya.
1.8 Limitation and Delimitation of the Study

The study had the following two limitations and one delimitation:

- Private schools have developed in different times and environments and may differ from place to place in the district depending on the social-economic or other characteristics of the community in which these schools have developed.
- Due to the schools being far apart and long time taken in responding to questions, the study took longer than planned for.
- Due to financial constraints, the researcher only managed to conduct the study in Nyandarua District though a wholistic study for the entire country would have been more appropriate.

1.9 Theoretical Framework

The theoretical framework was centred specifically on the application of the demand and supply theory, which advances that demand goes hand in hand with supply. Examples of factors that bring about a change in demand other than a change in price are change in fashion and tastes, change in income and change in population (Saleemi, 1981:15). An example of change in price in education is the cost of education. There is limited educational revenue. Currently, the government of Kenya spends 30% of its budget on education, which is quite high and, therefore, cannot spend beyond the current allocation. There is, therefore, need for alternative providers of education. The parents are financially constrained and external donors can only offer very little help. Private schools' participation in provision of education is of utmost importance. There is a joint (complementary) demand for primary and secondary education since change in one institution undoubtedly affects the other.
On the supply side, other factors other than price that bring a change in supply are population change and change in budget. For instance, in education, there is the government's policy for increased access but the government has inadequate money to supply secondary education to correspond to the demand. There should be joint (complementary) supply in education in that the supply of primary education should be equal to supply of secondary education. Thus, there is disequilibria in Kenya's education because demand does not equal its market supply. The demand and supply concept provided a base upon which the study was practically undertaken since it provided for an understanding of the role of the private schools in bridging the demand – supply gap in secondary education specifically in Nyandarua District. This theory of demand and supply allows one to advance the conceptual framework of the study.

1.10 Conceptual Framework

The study, which revolves around the private sector's involvement in provision of secondary education, was conceptualised within a framework explicated by some economists such as Saleemi, (1981). The high demand for opportunities at the secondary level was reflected in the growth of harambee schools (which helped to bridge the demand-supply gap) as compared to government – aided schools (Edmond, 1974). The underlying principles of the framework provide a base for understanding the role of the private sector in the provision of secondary education. The schemata on page 11 explains this:
Access to secondary education in Kenya.

Demand – side

Private demand

Social demand

• Costs
• Benefits
• Income
• Externalities

Total demand

Supply – side.

Private supply
• Individuals
• Church
• N.G.O
• Donors

Public supply
• Government
• Communities
• Parents

• Education legal – regulatory framework
• Budget
• Educational returns
• Fertility rates

Total supply

Equilibrium in supply of and demand for secondary education in Kenya.

Fig. 1: Determinants of Access to Secondary Education
Access to secondary education is a function of both demand and supply. There is private demand as well as social demand. Private demand is from the individual while social demand is from the larger society. For instance, higher income and educational benefits raise demand for secondary education. Government policies like free education, free meals also raise educational demand. A rise in population growth also gives a rise in social educational demand. However, supply of education, which is connoted by enrolment, is not always equal to demand meaning that it is always at disequilibria. Budgetary constraints hamper the government in providing publicly, education demanded by its citizens. This is especially so in the case of secondary education where supply is far much below the demand.

1.11 Definition of Significant Terms

Private sector – Those organisations that do not fall directly under central or local Government. In this study, the researcher will focus on the private Profit making enterprises and religious bodies involved in provision of secondary education.

Secondary school – A school that caters for educational needs of those children who have completed primary school education, in our case those who have sat for K.C.P.E.

Harambee secondary school – This category has been done away with, with today’s categorisation of schools. It was a school built through combined efforts of a community and was partly assisted by the Government through, for instance, provision of teachers.

Private secondary school – A secondary school that is owned and maintained by a
group of individuals or an individual or a religious body or bodies but does not derive assistance from the Government.

**Enrolment ratio** – The proportion of the population aged between 13 and 17 Years enrolled in secondary schools.

**Transition** – The flow of students from primary to secondary level of education and is an indication of balanced or unbalanced development of education between the two levels.

**Educational opportunity** – A chance of being able to gain access to school irrespective of where one resides.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

In an attempt to investigate the private schools' involvement in the provision of secondary education in Nyandarua District, the researcher reviewed literature related to this study. In this section, three categories of literature were reviewed: demand for secondary education, ability of governments to meet the demand and private sector involvement in supply of education.

2.1 Demand for Secondary Education.

In most low and middle-income countries, substantially, more students seek entrance to secondary and higher level institutions than there are places available, and the proportion of applicants to successful entrants is increasing (World Bank, 1995). The growing gap between demand and supply at the secondary level reflects population growth, the increasing proportion of students completing primary school, governments difficulties in financing an already expanded public education, poor parents' difficulties in paying school fees and restrictions on private schooling. The overall demand constitutes the eligible population, which is made up of those who have achieved the minimum secondary education entrance qualifications.

There is strong evidence around the developing world that many 12 – 17 year olds at the secondary level are not in school because of lack of places rather than a lack of interest (Ibid). The World Bank asserts that:

For nearly all African countries in the years to come, the biggest challenge with respect to secondary education will be expansion – how to satisfy the increasing demand for a limited number of secondary school places (World Bank, 1988: 15)
The earlier rapid expansion of primary education in African countries resulted into an even greater number of primary school leavers, many of whom could no longer find jobs in the modern wage sector that they had come to expect. The scramble to fill the limited number of secondary school places generated political pressures for expansion. Generous public subsidies increased the demand for secondary school places (World Bank, 1995). Today, this demand still exists and the demand greatly surpasses supply. In Kenya, the Beecher Report (1949), after the end of Second World War noted the high demand for secondary education. Expansion of schools was in great demand.

By (1952), there were only 11 secondary schools in Kenya. After independence in 1963, the first priority was the expansion of secondary schools. High demand for secondary education and expansion of the existing secondary schools were discussed and as a result, Ominde Commission (1964) resurrected the formation of private secondary schools in Kenya by encouraging for more development of these schools. The Development Plan (1989 – 1993), observed that following the rapid expansion in primary school enrolments and high demand for this level of education, secondary education would also witness tremendous expansion. See Table 2.1.
Table 2.1 above shows secondary school expansion in Kenya, which is due to increasing demand for the secondary level of education.

2.2 Ability of Governments to meet Demand for Education.

Despite the increase in social demand for education, governments are financially constrained to wholly supply it. Sessional Paper No. 10, 1965 emphasised the importance of secondary education. It stated that at Kenya's stage of development, education was more an economic than a social service. For that reason, it was of importance that the construction of unaided schools be encouraged.

The government started to slow down the rate of expansion of government secondary schools at the beginning of the 1974 to 1978 plan period. As a result, the public responded to this constraint by building more harambee secondary schools. There was a sharp rise in enrolment in these schools in 1974 indicating high demand for this level of education. From the trend, which was set in that year, the enrolments in harambee secondary schools equalled and then exceeded those of government by 1975 (R.O.K, 1976). Due to financial constraints, the Kenyan government cannot
supply wholly the education demanded by the public. The government spends about 30% of its budget on education (Table 2.2, below) and still this is not enough.

Countries have been willing to allocate so much of their resources to education because of the potential socio-economic benefits, which it is expected to yield. Kenya has been no exception to this trend of increasing allocation of resources to education. Even if government schools can be expanded to accommodate more students, private schools still have a great role to play in the provision of education and cannot therefore be underrated.

### TABLE 2.2 PROPORTION OF TOTAL GOVERNMENT EXPENDITURE ALLOCATED TO EDUCATION, 1990-1999 (KSHS IN MILLION)

<table>
<thead>
<tr>
<th>FINANCIAL YEAR</th>
<th>TOTAL GOVT EXPENDITURE</th>
<th>ALLOCATION TO EDUCATION</th>
<th>% EDUCATION EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990/91</td>
<td>2,567.94</td>
<td>686.90</td>
<td>26.75</td>
</tr>
<tr>
<td>1991/92</td>
<td>2,473.28</td>
<td>722.20</td>
<td>29.29</td>
</tr>
<tr>
<td>1992/93</td>
<td>3,043.73</td>
<td>854.79</td>
<td>28.08</td>
</tr>
<tr>
<td>1993/94</td>
<td>4,409.31</td>
<td>1,658.97</td>
<td>34.08</td>
</tr>
<tr>
<td>1994/95</td>
<td>5,868.69</td>
<td>1,535.84</td>
<td>26.17</td>
</tr>
<tr>
<td>1995/96</td>
<td>5,577.76</td>
<td>1,590.67</td>
<td>28.52</td>
</tr>
<tr>
<td>1996/97</td>
<td>6,627.30</td>
<td>1,641.15</td>
<td>27.78</td>
</tr>
<tr>
<td>1997/98</td>
<td>6,782.00</td>
<td>2,311.19</td>
<td>34.08</td>
</tr>
<tr>
<td>1998/99</td>
<td>8,170.15</td>
<td>2,501.97</td>
<td>30.62</td>
</tr>
</tbody>
</table>


As seen above, the government is not able to spend any more on education and therefore, other stakeholders in education need to come in and bridge the demand –
supply gap in education. The current study, therefore, sought to find out what the private schools are doing in carrying this load in Nyandarua District.

The government’s involvement especially on secondary education is very minimal (see table 2.3 below).

**TABLE 2.3 GOVERNMENT’S FINANCIAL ALLOCATION TO SECONDARY EDUCATION. (KSH IN MILLION).**

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>RECURRENT EXPENDITURE ON EDUCATION</th>
<th>TOTAL SEC SCHOOLS RECURRENCE EXP</th>
<th>PERCENTAGE ALLOCATION TO SEC EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966/67</td>
<td>31.71</td>
<td>7.19</td>
<td>22.67</td>
</tr>
<tr>
<td>1969/70</td>
<td>49.84</td>
<td>8.32</td>
<td>16.69</td>
</tr>
<tr>
<td>1976/77</td>
<td>76.25</td>
<td>9.93</td>
<td>13.02</td>
</tr>
<tr>
<td>1979/80</td>
<td>122.57</td>
<td>13.52</td>
<td>11.03</td>
</tr>
<tr>
<td>1986/87</td>
<td>350.00</td>
<td>48.23</td>
<td>13.78</td>
</tr>
<tr>
<td>1989/90</td>
<td>523.09</td>
<td>78.60</td>
<td>15.02</td>
</tr>
<tr>
<td>1995/96</td>
<td>1,495.73</td>
<td>16.12</td>
<td>1.07</td>
</tr>
<tr>
<td>1996/97</td>
<td>1,590.92</td>
<td>27.12</td>
<td>1.70</td>
</tr>
<tr>
<td>1997/98</td>
<td>2,221.14</td>
<td>15.96</td>
<td>0.72</td>
</tr>
<tr>
<td>1998/99</td>
<td>2,271.22</td>
<td>15.43</td>
<td>0.68</td>
</tr>
<tr>
<td>1999/2000</td>
<td>2,470.50</td>
<td>29.79</td>
<td>1.21</td>
</tr>
</tbody>
</table>


The demand for this level continues to rise steadily indicating that other stakeholders in education for instance the private schools, need to be more actively involved if the population demanding this education will gain access.

Table 2.4 below shows that only a small percentage of primary school population is able to proceed to secondary schools.
Table 2.4 shows that despite the fact that enrolment in schools has been on the rise, the percentage of secondary to that of primary is very negligible and, therefore, the need for other means of enhancing secondary school access.

Donors, for example World Bank, JICA and Dutch help in education projects because education is the foundation of development. They encourage community participation in establishment and management of schools.

### 2.3 Private Sector involvement in Supply of Education.

There is a firm consensus that investment in education has high payoffs in promoting both economic growth and equity. At the moment, governments are the primary provider and financier of such investments. But increasingly, governments have also

---

**Table 2.4 ENROLMENTS IN PRIMARY AND SECONDARY SCHOOLS IN KENYA: 1964 – 2000**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLMENT PRIMARY</th>
<th>ENROLMENT SECONDARY</th>
<th>%SEC.ENR.OVER PRI ENR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>1,010,889</td>
<td>35,921</td>
<td>3.6</td>
</tr>
<tr>
<td>1974</td>
<td>2,734,398</td>
<td>195,674</td>
<td>7.2</td>
</tr>
<tr>
<td>1983</td>
<td>4,323,822</td>
<td>493,710</td>
<td>11.4</td>
</tr>
<tr>
<td>1994</td>
<td>5,557,008</td>
<td>619,889</td>
<td>11.2</td>
</tr>
<tr>
<td>1995</td>
<td>5,544,998</td>
<td>632,388</td>
<td>11.4</td>
</tr>
<tr>
<td>1996</td>
<td>5,597,656</td>
<td>658,253</td>
<td>11.8</td>
</tr>
<tr>
<td>1997</td>
<td>5,764,855</td>
<td>687,473</td>
<td>11.9</td>
</tr>
<tr>
<td>1998</td>
<td>5,919,721</td>
<td>700,538</td>
<td>11.8</td>
</tr>
<tr>
<td>1999</td>
<td>5,867,800</td>
<td>638,509</td>
<td>10.9</td>
</tr>
<tr>
<td>2000</td>
<td>5,882,700</td>
<td>652,283</td>
<td>11.1</td>
</tr>
</tbody>
</table>

encountered some key constraints in their abilities to mobilize resources to finance the investments and to manage ever-growing educational systems efficiently. One possible option is to let the private sector play a greater role (Jimenez, 1995).

The involvement of the private sector in education is not a new phenomenon. Indeed, because of the role of religious organisations, it can be argued that the private sector was the initiator of formal education in Kenya (ROK, 1976).

In Romania, secondary school graduates increased more than 20% a year during the 1980s. This increase stimulated an enormous pent-up demand for higher education that has led to the appearance of more than 60 private universities, since such institutions became legal (World Bank, 1991). This implies that greater private sector involvement may improve secondary education access in Kenya.

In Iran, tertiary enrolments have expanded since the private Islamic Azad University was established in 1983 and now enrol more than 300,000 or 40% of higher education enrolments. This shows that the private sector can improve access to various levels of education and in the case of this study, in secondary education.

Private schools in Columbia provided 67% of secondary education between 1930 and 1957. In the 1990s however, this percentage dropped to 40%. The Ministry of Education expanded its mechanisms for controlling private education particularly by imposing stricter conditions on granting operating permits and by first freezing and then monitoring annual increases in school fees (Jimenez, 1995). As can be seen, some regulations from the government on private schools are detrimental while others are positive. In Kenya, there is need to find out the collaboration that exists between the government and the private providers of education as co–suppliers of education.
The role of private providers of education should not be underestimated especially now that demand far surpasses supply by government for all levels of education. Quality education should be the key objectives for both public and private providers of secondary education. The study therefore, sought to find out the extent to which the private schools had contributed to the provision of secondary education in Nyandarua District. The government is also financially constrained to provide secondary education for all and this explains the dire need of private schools’ supply for secondary education in Kenya.

In Tanzania, successful applicants to public secondary schools represented 11% of primary school leavers in 1970 but only 1% in 1984 because Tanzania neither permitted private secondary schools nor expanded public ones due to its socialist system. Since Tanzania started to licence private schools in the mid-1980s, enrolments have mushroomed and now exceed those in public secondary schools. This leap demonstrates the previously unmet demand for secondary education (World Bank, 1995). This means that greater private sector involvement would curb the demand – supply gap in Kenya’s secondary education and a policy-enabling environment may contribute to greater participation of the private sector in provision of education.

Today, the Kenya government continues with the steady progress toward the long-term goal of Universal Primary Education (UPE). The year 2003 saw the government of Kenya re-introduce free primary education. Education requirements give high and immediate priority to the rapid expansion of secondary schools and introduction of higher education. This UPE ideally calls for establishment of more secondary schools
since completion of primary education requires advancement to the next level. Due to this, private schools' supply of secondary education is very crucial because it is a partner of the government in provision of education. Table 2.1 shows that whereas enrolments rise significantly, the number of secondary schools do not increase at the same rate and as such there will be demand – supply gap in secondary education provision.

As both government and private schools were seen increasing, an act of parliament was provided and one of its issues was to guide the opening of unaided schools and privately owned schools, and also to control them. The 1968 Education Act put it clearly that for the establishment of unaided school, (including harambee and private) the following has to be fulfilled:

Any person who wishes to establish an unaided school shall first make application to the minister.

Making strict regulations may hamper the development of private schools. The Republic of Kenya (1976) did not forget the existence of private schools. It emphasized their existence and on the regulations. It noted that private schools were on demand because the government and harambee schools were not enough to provide secondary education to those who sat for C.P.E. every year.

Limited government resources constitute an additional ground for a policy on the role of the private sector (R.O.K, 1999). In its recently published Master plan for Education and Training: 1997 – 2010 (1998), the ministry of education states:

On the one hand there will be no real additional resources allocated to education and training and on the other hand, the government is committed to increasing access to education and training opportunities and setting more manageable costs to households.(R.O.K, 1998:156)
This acknowledgement underlines the need to promote alternative avenues for access to education. The enhancement of the role of the private sector is key to developing these alternatives (R.O.K, 1999). For instance in Nyandarua, there are 89 private primary schools and 13 private secondary schools. The enhancement of the role of the private sector in education entails the establishment of a policy that empowers the private sector and consumers of public service, as stakeholders in education. This policy must also aim at creating and sustaining an environment that promotes the investment of private sector resources in education. In this regard, such a policy, while providing incentives and exploiting the power of ownership, must establish mechanisms for responsibility and accountability, in order to ensure compliance with the national philosophy and goals of education (ibid). A WERK paper presented by Gachukia, 2001, on conceptualising gender issues in private university education in Kenya shows that private universities have helped more people in accessing university education.

Arising from the foregoing, it has been observed that there is very little coordination between the private sector providers of education and the government. There is, therefore, need to forge strong partnerships between the private sector, both as providers and as consumers of education services and the government. Such partnership ought to be characterised by cooperation, constant consultations and networking between both parties (R.O.K, 1999).
SUMMARY OF LITERATURE REVIEW

From the aforesaid literature review, it is true that more primary school leavers are not getting places in secondary schools. There is a growing gap between demand and supply at the secondary level. With free primary education, the demand will even be higher since completion of primary education requires advancement to the next level. The study therefore acknowledges the fact that government cannot wholly meet the demand and therefore necessitates the need for greater involvement of private schools to improving access to secondary school education.

It is evident that there are intricate and diversified issues concerning private schools’ provision of education, which need to be investigated in depth.

Findings from the review indicate that more students are seeking entrance to secondary schools and higher-level institutions than there are places available. Moreso, governments are unable to meet wholly the demand for education due to financial constrains. There are more and more primary school leavers seeking access to secondary schools. With Kenya’s introduction of free primary education in 2003, there is rapid primary schools enrolment and this will automatically mean that the demand for secondary school places will escalate. Private schools can improve access to various levels of education but quality education should be key to both public and private schools.

Private schools cater for students of a wide range of income classes in both urban & rural areas. With respect to academic quality, private schools range from high to low, depending in part, on the schools’ resources.
The Kenya government acknowledges the need to promote alternative avenues for access to education. It must aim at creating and sustaining an environment that promotes the investment of private sector resources in education. The study also sought to find out if the government has truly done this.

From the literature review, very little research has been done on private schools' provision of education especially in Kenya and this necessitated this study. Some studies as mentioned previously have been done on access to higher education and in particular private universities' intervention. There was therefore need to investigate Nyandarua District private schools' involvement in provision of secondary education through enrolment and provision of physical resources. On the other hand it was important to find out the problems they encounter and how they can be solved in order to enable them play a greater role in improving access to secondary education.
CHAPTER THREE

3.0 METHODOLOGY

This chapter focuses on the research methodology that was employed in the study. It identifies the research design, location of the study, description of the population, sample and sampling procedures, research instruments, data collection procedure and method of data analysis.

3.1 Research Design.

The descriptive survey design chosen attempts to describe what was or what is in a social system such as a school. It is used for studies that seek to establish the state of affairs of subjects without manipulating the population. Gay (1992) asserts that survey research generally utilises questionnaires or interviews to collect data. This study aimed at finding out the current status of the private schools in Nyandarua District in provision of secondary school education.

3.2 Location of the Study.

The study was carried out in Nyandarua District, which is predominantly an agricultural area. It is one of the six districts of central province. The neighbouring districts are Laikipia to the north, Nyeri and Murang’a to the east, Kiambu to the south and Nakuru to the west. Nyandarua is the largest District in Central Province with a total land area of 3528 km². This constitutes 0.6% of the whole republic and 26.7% of Central province. It stretches for approximately 110km from north to south and 35km from east to west. Administratively the District is divided into five divisions namely Ndaragwa, Ol joro orok, Ol kalou, Kipipiri and Kinangop.

The District has a total of 99 secondary schools, 86 public and 13 private and offers
educational services to a total of 17,656 students in the district. The public secondary schools have a total enrolment of 15,704 (88.9%) students, while the private secondary schools have a total enrolment of 1952 (11.1%) students. Provision of primary school facilities is relatively high compared to secondary school facilities indicating that the secondary schools are inadequate to service the big number of primary schools in the district. From the 2001 district’s school data summary, there are 124,321 primary pupils in 395 schools of which 306 are public while 89 are private. Total secondary enrolment form 13.8% of total primary school enrolment. The role of private sector in provision of education cannot be underestimated. In the district, there are 89 private primary schools against 13 private secondary schools. The researcher chose Nyandarua District because of its prominence in provision of private primary education and therefore the study aimed at investigating private schools’ involvement in provision of secondary school education. In addition, the researcher was familiar with the district and therefore gathering data was a lot easier.

3.3 Study Population.

Respondents in this study comprised of all the 13 private schools (one was however used for piloting), the proprietors, head teachers, parents, Nyandarua D.E.O and District inspector of schools in charge of secondary section.

Individuals own 11 of the schools whereas 2 are church owned.

Three of the schools were established in 1995, one in 1997, two in 1998, two in 1999, three in 2000 and two in 2001.

Most of the schools, nine are mixed, four are for girls while there is none specifically for boys.
The schools are found in all the divisions: Kinangop has four, Kipipiri has one, Olkalou has two, Ol-joro-orok has four and Ndaragwa has two.

3.4 Sample And Sampling Procedures.

The schools were not sampled since the researcher used all the thirteen schools for the analysis to be more grounded.

All the 13 head teachers from the schools also formed part of the sample since it was not difficult for all of them to fill in the questionnaires. (Gay, 1976)

As for proprietors, it required sampling since information from them was collected through interviews. Therefore, 4 out of the 13 proprietors formed the sample, which was representative since it was 31% of the total number of proprietors. (Gay 1976), asserts that 30% of a small population is representative as a sample whereas for a big population 10% as a sample is representative. Purposive sampling was used to sample two of the eleven individual-owned schools’ proprietors while for the church-owned schools, there was no sampling because they are only two.

The schools sampled for provision of proprietors were the same ones chosen for provision of parents’ representatives. There were four parents from each of the schools making them sixteen in total (the head teachers selected them on the basis of their availability. The reason for choosing four parent representatives only was because it would have been very difficult to gather more parents).
The D. E. O and District Inspector of secondary in charge of secondary section were also part of the sample. The total number of respondents was thus 35.

3.5 Research Instruments.

The research instruments that were used for data collection had been modified from a researcher, Motuka (1999) to suit this study. They included questionnaires, interview and focus group discussion schedules.

3.5.1 Questionnaires

These provide a cheap means of collecting data from a large number of people (Peil, 1995). The questionnaires used were structured. According to McNeill (1990), structured questionnaires enhance research objectivity. The statements were ‘open – ended’ as well as ‘close – ended’ . The questionnaires were given to head teachers. They gathered information on ownership of the school, year of establishment, school enrolment, number of teachers and their qualifications, facilities available in the school, school performance, and problems encountered by private schools in their endeavour to provide quality secondary school education and possible solutions to these problems.

3.5.2 Interview Schedule.

According to Peil (1995), interviews can provide reliable, valid and theoretically satisfactory results than a questionnaire from an unknown source because it carries detailed information. Interview schedules were used to supplement the structured questionnaires. Cohen and Manion (1995) argue that a non-directive interview allows probing and hence in depth data as it is almost psychoanalytical in character. It throws light on hidden or underlying motivations, unacknowledged attitudes, personal hopes,
fears, conflicts and the dynamic interrelatedness of responses. The interview schedules were administered to the school proprietors, D.E.O and inspector of schools in charge of secondary section. They gathered information on ways the private schools had contributed to provision of secondary education in the district, difficulties faced, possible solutions and mechanisms that can be used by different stakeholders of education in supporting private initiatives in provision of quality education.

3.5.3 Focus Group Discussion (FGD) Schedule.

The FGD schedule gathered information from the parent representatives of the schools concerning the reasons for enrolling their children in private schools and means of supporting private initiatives in provision of education. Besides, it elicited information on the difficulties found in private schools and suggestions of enhancing private provision of education in Kenya. FGD is suitable in that it carries detailed information (Mwiria & Wamahiu, 1995) and was appropriate in that it brought together 4 parents in each of the four schools and therefore saved on time.

3.6 Piloting.

The researcher, for the purpose of piloting the study selected one private secondary school among the 13 to be studied. The school was randomly selected. The questionnaire was to be answered by the head teacher, the interview schedule by the proprietor, and the FGD schedule by a parent. The purpose for presenting the three research instruments was to find out whatever weaknesses the instruments had and whether respondents would understand the items therein. Where there was a problem,
some questions were rephrased and others merged for effectiveness.

**Validity**

Content and construct validity of the research tools were used at the design stage since instrumentation is a major threat to internal validity. In addition, validity of the questions was ascertained through consultation with the supervisors and in seminars. Each scholar independently checked if each question on the tools was relevant to the respective aspects of private schools’ involvement in provision of secondary school education under study. Their comments for the research questions and for the whole thesis in general were as much as possible incorporated in preparing the final tools.

**Reliability**

To test reliability, split-half strategy was used for all the research instruments. Odd questions formed one half while the even questions formed the other half. Scores of the two halves were correlated using the Spearman-Brown Correlation formula.

\[
Rs=1-[6\Sigma D^2/n(n^2-D)]
\]

\(Rs = \text{correlation co-efficient between the rank orders}
\)

\(D = \text{difference between the rankings}
\)

\(n = \text{number of pairs of rankings}
\)

A correlation co-efficient of 0.762 was arrived at; this is a relatively high correlation, which means the instruments were reliable.

Piloting in addition enabled the researcher modify and remove any ambiguous items on the instruments.
3.7 Data Collection Procedure.

First, the researcher obtained a research permit from the Ministry of Education and got legal consent and letter from the D. E. O Nyandarua District before administering the questionnaire, interview and FGD schedules in the field.

Questionnaires were hand delivered to each school. The head teachers were given the questionnaire and requested to respond within the shortest time possible. Participants were encouraged to respond to the questionnaires independently and to the best of their knowledge. Though it took quite a long time before the questionnaires were filled, all the schools responded and the researcher collected them from the schools.

Time for interviewing the proprietors and the parents was agreed upon. Appointment was made for interviewing the D.E.O and inspector of schools in charge of secondary section.

All these materialised but not without a lot of postponing which consumed a lot of time and money.

3.8 Problems faced by the Researcher in the Field.

- At first, the head teacher respondents were suspicious of the end results of the information concerning their schools. This made them reluctant to give information to the researcher initially. Only when the researcher explained to them that the information was for study and would be treated confidentially did they provide it.

- Travelling from school to school was a tedious exercise. The schools were far apart and vehicles were rarely found as the roads and paths leading to the
schools were muddy. The researcher had no option but to walk long distances to the schools to collect data.

- There was delay in responding to the questionnaires such that the researcher spent a lot of time and money going to the schools. In some schools, the researcher went more than thrice before getting the feedback.

- Re-scheduling appointments for interviews and FGD were quite frustrating and consumed a lot of time and money. Nonetheless, data was finally collected.

3.9 Method of Data Analysis.

Data was analysed using descriptive statistics. Survey research according to Gay, 1992 generally utilises questionnaires or interviews to collect data. Items from the questionnaires, interview schedules and focus group discussion (FGD) were arranged and grouped according to particular research questions. This involved sorting out data into various themes according to the objectives of the study. FGD is suitable in that it carries detailed information (Mwiria & Wamahi 1995). For interview and FGD, the researcher noted the number of times a reason was given thereby coming up with frequencies. Responses received from the questionnaires, interview schedules and FGD were organised, tabulated and analysed using frequencies and percentages. The information was discussed, conclusions drawn and recommendations made.
CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS, AND DISCUSSION

This chapter deals with analysis, presentation and discussion of the data gathered in the field. The study was designed to investigate the role of the private sector in provision of secondary education in Nyandarua District. An analysis of the data collected for the study is presented here. The information analysed was obtained by administering a questionnaire and interview schedules, which had sections for head teachers, schools' proprietors, D.E.O and inspector of schools in charge of secondary section. The descriptive survey design chosen utilises questionnaires and interviews to collect data, (Gay, 1992). There was also Focus Group Discussion (FGD) schedule for the parents. Mwiria & Wamahiu, 1995 assert that FGD carries detailed information. The researcher used a notebook to write down information when administering interview and FGD. During analysis, answers from the research instrument items were noted and the frequency calculated for all the research instruments. Findings are presented in tables, which show the number of respondents and their percentages. In some instances, the total percentage adds up to more than 100 since respondents could give more than one answer for a particular question. The statistical data in the tables are supplemented with some explanation.

The findings are presented in subtopics following the order of the research questions in chapter one. Thus the first research question on the extent to which the private sector has contributed to the provision of secondary school education
in Nyandarua District comes first under (4.2). This question gathered information on the number of private secondary schools in the area, their ownership, year of establishment, total number of students, K. C. S. E results, information on teachers (total number, gender and qualifications), educational facilities available, how the private schools have lifted access to secondary education in the area i.e. objectives for setting up the schools and lastly reasons for parents enrolling their children in the schools.

The second research question on the difficulties that the private school developers face in their initiative for providing quality education at the secondary level has been dealt with under sub section 4.3.

The third research question on possible solutions to the problems is dealt with under 4.4.

Fourth research question on how various stakeholders of education can support private initiative in the provision of quality education has been presented under 4.5. These include the government through the Ministry of Education, Science and Technology local leaders, parents and even students.

For interview and FGD, the researcher noted the number of times a reason was given thereby coming up with frequencies.

Generally, items from questionnaires, interview and FGD were arranged and grouped according to particular research questions, then tabulated and analysed using simple frequencies and percentages.

Presentation and interpretation of data gathered in the research were analysed under the following sub headings:
4.1 The extent to which the private sector has contributed to the provision of secondary education in Nyandarua District.

It was found out that there are presently 13 private secondary schools in Nyandarua district. Majority of the schools (84.6%) were owned by individuals whereas the rest (15.4%) are owned by the Catholic Church. These have thus increased access to education. Republic of Kenya (1998) stipulated the need for alternative avenues for access to education.

The table below shows year of establishment for the schools. The total number of the schools for this particular question is 13, which includes the pilot school since the objective was to gather the actual year of establishment for all private secondary schools in Nyandarua district.

**Table 4.1 Year of establishment for the schools**

<table>
<thead>
<tr>
<th>Year</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>1997</td>
<td>1</td>
<td>7.6</td>
</tr>
<tr>
<td>1998</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>1999</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that from 1995, each year usually has in average 2 new schools. It can, therefore, be expected that if the trend continues, there will be quite a number of private secondary schools by 2005. This is in agreement with
development plan of 1989-1993 which states that following rapid expansion in primary school enrolment and high demand for this level of education, secondary education would witness tremendous expansion.

The findings also concur with R.O.K (1999), which states that other players of education like private schools have a role to play in improving access. Limited government resources constitute an additional ground for policy on the role of the private sector.

4.1.1 Enrolment

Information was gathered on the total number of students in the schools from 1999 to 2001.

Table 4.2 Number of students from 1999-2002

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Of students</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>648</td>
<td>*</td>
</tr>
<tr>
<td>2000</td>
<td>851</td>
<td>23.9</td>
</tr>
<tr>
<td>2001</td>
<td>1287</td>
<td>33.9</td>
</tr>
<tr>
<td>2002</td>
<td>1952</td>
<td>34.1</td>
</tr>
</tbody>
</table>

N.B: *1999 was the base year for the research study.

Table 4.2 shows that enrolment has been increasing tremendously and it is evident that the schools in Nyandarua District are assisting in improving access to secondary school education.

4.1.2 Information on Teachers

The schools had a total number of 155 teachers who included 64.5% males and 35.5% females. This shows there is under representation of female teachers in private
schools in the district. There is need to step up education of the girl-child so that disparities between males and females are curtailed early enough. Increasing access to secondary education would ensure that more girls pursue education up to higher levels and compete favourably with males in the work places.

Table 4.3 Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>B. ED degree</td>
<td>61</td>
<td>39.4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Diploma/certificate in education</td>
<td>41</td>
<td>26.5</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Other degree apart from B.ED</td>
<td>26</td>
<td>16.7</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Others (form 4&amp;6 leavers)</td>
<td>27</td>
<td>17.4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>55</td>
</tr>
</tbody>
</table>

Quality teachers should be able to impart good learning. As indicated on Table 4.3, 65.9% of the teachers were trained in education, either at degree, diploma or certificate level. This comprised of 64% of the total number of males and 38% of the total number of females. Thirty nine point four percent had a bachelor of education degree, with 40% of the total number of males and 38.2% of females. Twenty six point five percent had diploma or certificate in education signifying 24% of the total number of males and 30.9% of females. 16.7% of the teachers
had other degrees apart from education and this consisted of 17% of the total number of males and 16.4% of females. Seventy point four percent of the teachers were form four or form six leavers with no training from whichever area. These comprised of 19% of the total number of males and 14.5% of females. Although the number of untrained teachers is quite high, good performance is still expected from the schools since they have a fair number of trained teachers.

4.1.3 KCSE Performance

Examination results are an indication of internal efficiency. This made the researcher analyse performance of the schools in the year 2001 KCSE results. The table below gives a view of this.

Table 4.4 2001 KCSE Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B- and above</td>
<td>39</td>
<td>8.4</td>
</tr>
<tr>
<td>C- to C+</td>
<td>130</td>
<td>27.8</td>
</tr>
<tr>
<td>D+ and below</td>
<td>298</td>
<td>63.8</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows dismal performance of the students. Only 8.4% got B- and above meaning that very few could join university. More than 91.6% could not make it. This is a serious issue since a very high percentage (63.8%) had Ds and E, meaning that even getting middle level colleges and polytechnics would be a problem. This in necessity means that later on it would be extremely difficult for them to compete favourably with others for work places. It was therefore essential to get to know reasons behind this very poor performance.
Table 4.5 shows the reasons.

**Table 4.5 Head Teachers’ Responses on Reasons for Poor Performance**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor primary school background</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Low morale</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Insufficient facilities</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Intellectual weakness</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>42</td>
<td><strong>323.1</strong></td>
</tr>
</tbody>
</table>

N=13

**N.B:** total % more than 100 since each head teacher would give more than one reason for poor performance.

Individual weakness with 84.6% of head teacher responses ranked top among reasons for poor KCSE performance. Poor primary school background was cited by 69.2% of the headmasters as the major reason for poor performance. They emphasised the need for primary schools to be more practical rather than enabling pupils to just pass the KCPE examination. Indiscipline had 30.8%, absenteeism 46.2%, low morale 38.5% and lack of essential facilities 53.8%.

The total percentage is more than 100% because respondents were not restricted to only one answer and therefore could give as many answers as possible.

From the various reasons outlined, the head teachers were requested to suggest measures to improve performance.
Table 4.6 shows the suggestions advocated for.

**Table 4.6 Head teachers’ Suggestions on Measures to Improve Performance in KCSE.**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curb indiscipline</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Bursary for poor students</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Lower cost of teaching materials</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>Improve teaching in primary schools</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>Provide TSC teachers</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Total responses</td>
<td>40</td>
<td>307.6</td>
</tr>
</tbody>
</table>

N=13

**N.B:** Total % more than 100 since each headmaster would give more than one suggestion on measures to improve performance.

A large number of head teachers (84.6%), suggested that lowering the cost of teaching materials would help improve performance since the schools would be able to purchase enough. Provision of some TSC teachers was given by 76.9% of head teachers as crucial to improved performance since it would curb constant exit of teachers in search of greener pastures; 61.5% suggested that improvement of teaching in primary schools would also translate into good secondary school performance while 30.8% said that provision of bursary for poor students would enable them concentrate on their studies and thus improve their performance.
4.1.4 Physical Resources

The presence of both students and teachers in the school cannot effectively facilitate the education process. Teaching resources are very essential especially with the 8-4-4 system of education that is practical in nature. Availability of classrooms, libraries, laboratories and other physical facilities enhance the teaching process.

Eshiwani (1993), in a study of factors that influence examination performance of primary and secondary schools in Western Province, Kenya, observes that differences in school facilities such as library, laboratories, playing fields would seem to account for differences in achievement. His observation was that schools that performed well had adequate facilities.

A school library is an important resource required to support learning. The aim of a school library is to broaden the students’ intellectual horizons and then relate what they are learning in school to the outside world. In connection to this every secondary school in Kenya is supposed to have a library.

Head teachers were asked if their schools had libraries. Majority of the schools (61.5%) had libraries. Their measurement ranged from 30 to 100 square metres. The rest of the schools (38.5%) did not have libraries. However, the head teachers indicated that their schools had bookstores in which they kept a few books.

4.1.5 Availability of Laboratories

Laboratories are important in schools because of the science courses. Head teachers were also asked if their schools had laboratories.

Majority of the schools (84.6%) had both Biology and Chemistry laboratories
while 61.5% had Physics laboratory. Their measurement ranged from 20 to 80 square metres.

It is, therefore, evident from the table that laboratories in the schools are adequate and the students would thus not have any excuse if they performed dismally in science subjects.

4.1.6 Availability of Office Facilities.

Head teachers’ office, deputy head teachers’ office, staff room, examination office and facilities therein support learning in secondary schools.

All schools had all the office facilities mentioned. This is very encouraging since offices facilities are crucial in enabling the people involved perform their duties effectively and efficiently.

4.1.7 Availability of Games

Learning without play makes learners dull. This necessitates the presence of playgrounds in schools where students play.
Table 4.7 shows games offered in the schools.

### Table 4.7 Games offered in the Schools

<table>
<thead>
<tr>
<th>Game</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>Rugby</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Volleyball</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>Hockey</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Netball</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Chess</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Handball</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Teniquoit</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Athletics</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Table tennis</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Swimming</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Badminton</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total responses</td>
<td>67</td>
<td>515.5</td>
</tr>
</tbody>
</table>

N=13

**N.B:** Total % more than 100 since each school offers more than one game.

Among the most common games in the schools were volleyball, netball and athletics. A hundred percent of the schools offered athletics and netball and 84.6% volleyball. The least common were swimming, badminton, teniquoit, chess and rugby. In a nutshell, games offered in the schools are quite adequate.

### 4.1.8 Clubs and Societies Offered

Clubs and societies are likewise very essential in schools. The researcher was out to investigate the various clubs and societies in the schools.
4.8 Clubs and Societies offered in Private Secondary Schools in Nyandarua District

<table>
<thead>
<tr>
<th>Club/society</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Debating</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>Religious</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Scouts/rangers</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Environmental</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Young farmers</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Journalism</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total responses</td>
<td>59</td>
<td>453.9</td>
</tr>
</tbody>
</table>

N=13

N.B: Total % more than 100 because each school has more than one club.

The most common clubs/societies are religious (100%), drama (76.9%) and debating (69.2%). The least common were geography and journalism both with 15.4%. Despite the fact that overall clubs/societies are adequate, some schools need to step up and diversify those they offer. This is because they not only improve their performance but also have a crucial impact in their careers as well as moulding their everyday lives.

4.2 Impact of Private Secondary Schools in Nyandarua District

The researcher was out to find out the contribution of private schools in access to secondary education in the District. Headmasters and proprietors gave this
information. Frequency of the answers noted from the research instruments formed the basis for the analysis. Table 4.9 gives the findings.

**Table 4.9 Impact of Private Secondary Schools**

<table>
<thead>
<tr>
<th>Impact</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplement what is offered by public schools</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Provision of higher quality education</td>
<td>9</td>
<td>56.25</td>
</tr>
<tr>
<td>Meeting the demand of the parent</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Offer placement for learner who may have dropped out of school</td>
<td>7</td>
<td>43.75</td>
</tr>
<tr>
<td>Tames indiscipline cases</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Affordability of school fees</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Total responses</td>
<td>60</td>
<td>375</td>
</tr>
</tbody>
</table>

N=13

N.B: Total % more than 100 since respondents would give more than one impact of private secondary schools.

All head teachers and proprietors agreed that the private schools absorbed many students who would not have joined public secondary schools for various reasons; 75% (12 out of a total of 16) were for the idea that the currently parents are more comfortable with private schools from primary all through the university due to various reasons such as presumed low quality public education, strikes, irresponsible behaviour, lack of facilities and resources and poor performance by...
public schools. Fifty percent suggested that private schools tame indiscipline cases that may have been expelled from other schools by being kept busy throughout to curb idleness. Fifty percent said their fee is lower than most public secondary schools.

4.2.1 Reasons for Parents choosing Private Schools

Through FGD, Parents gave reasons for enrolling their children in private secondary schools. Sixteen parents were used for this exercise. The researcher noted the number of times a reason was given thereby coming up with the frequencies shown in Table 4.10.

Table 4.10 Reasons for Parents enrolling their children in Private Secondary Schools

<table>
<thead>
<tr>
<th>Reason</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire quality education</td>
<td>11</td>
<td>68.8</td>
</tr>
<tr>
<td>Curb indiscipline</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>For better performance</td>
<td>9</td>
<td>56.3</td>
</tr>
<tr>
<td>Private schools have better educational resources</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Committed teachers</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Offer all-round education</td>
<td>13</td>
<td>81.3</td>
</tr>
<tr>
<td>Small teacher-student ratio</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>A lot of coaching is done</td>
<td>13</td>
<td>81.3</td>
</tr>
<tr>
<td>Cheaper than most public schools</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Total responses</td>
<td>83</td>
<td>519.1</td>
</tr>
</tbody>
</table>

N=13
N.B: Total % more than 100 since parents gave more than one reason for enrolling their children in private secondary schools.

The most common reasons were low teacher-student ratio (87.5%), all-round education (81.3%) and a lot of coaching done (81.3%). The least common were committed teachers and the schools being cheaper than most public schools, both with 31.3%.

4.3 Obstacles towards Private Sector involvement in Secondary Education

The sampled proprietors of private secondary schools in Nyandarua District were asked during interview to state the difficulties they face in running the schools. Table 4.11 shows their responses.

Table 4.11 Difficulties the Private School Developers face in Nyandarua district.

<table>
<thead>
<tr>
<th>Response</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funds</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>High inflation of teaching &amp; learning materials</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Lack of teachers</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Lack of essential facilities</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>No policies on private education</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>High turn over of teachers</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Closure of banking systems with school funds</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>525</td>
</tr>
</tbody>
</table>

N=4

N.B: Total % more than 100 since each proprietor gave more than one difficulty.
All the proprietors said the major problem was lack of finance. The schools therefore charged little fees since parents were financially weak and therefore the schools were unable to meet the intended obligations.

Seventy five percent pointed out that school items were too expensive, for instance lab equipment, chemicals and textbooks.

Seventy five percent said lack of teachers was a major drawback. Since TSC does not provide them with teachers, they have to do it themselves. Inadequate finance doesn’t allow them to pay teachers well especially graduates. As a result, there is high turn over of teachers when they quit in search of greener pastures.

Information from the education office also revealed that some of the schools are poorly managed because some of the proprietors do not have educational background and therefore ran the schools like any other business enterprise.

4.4 Solutions to the Problems Mentioned

The researcher enquired on solutions to the problems highlighted and Table 4.12 highlights the suggestions.
4.12 Solutions to the Problems faced by Private School Developers

<table>
<thead>
<tr>
<th>Response</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion of bursary program to schools</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Subsidy of school equipment &amp; making them tax-free</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Government to give private schools grants</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Provision of teachers through TSC</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Political good will</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Low bank loan interests to help the proprietors</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>325</td>
</tr>
</tbody>
</table>

N=4

N.B: Total % more than 100 because proprietors gave more than one solution.

Majority of the proprietors (75%) were for the idea that the government should provide private secondary schools with some TSC teachers. This will help the schools be financially stable and able to provide other essentials required as well as be able to start some income generating activities. It would also curb the high turnover of teachers and, therefore, ensure continuity in the teaching-learning process.

Seventy five percent agreed that subsidizing school equipment and making them tax-free would go a long way in helping the schools since they would be
able to purchase adequate resources. This would definitely translate into better teaching-learning process and improved academic performance.

Seventy five percent were for the idea that lowering of bank loan interests would help the proprietors immensely especially on the issue of provision of adequate facilities and resources.

Twenty five percent also agreed that if the government gave the schools grants, most of the financial problems in the schools would be solved and hence be able to provide quality education.

Fifty percent suggested that improved political good-will is important since this will mean support for private school developers to promote the schools. This will on the other hand enable them offer quality education without much difficulty. The schools help in easing congestion in public schools and therefore have a crucial impact in the education access in the country.

Fifty percent said that expansion of bursary programme to private schools would enable the needy go through secondary education thereby being able to pursue tertiary education and compete with other Kenyans in the job market.

4.5 Means by which other Stakeholders of Education can support Private School Developers.

The researcher also gathered information through questionnaire, interview and FGD on ways in which other stakeholders of education could support private school developers.
4.13 Means of Support by the Government through Ministry of Education

<table>
<thead>
<tr>
<th>Means</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give grants to private schools</td>
<td>22</td>
<td>68.8</td>
</tr>
<tr>
<td>Lower bank lending rates especially when it comes to land</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td>Standardise school equipment &amp; make them tax-free</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td>Create a conducive political &amp; economical environment and allow them operate without interference</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Provision of bursary funds</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Provision of teachers</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td>No discrimination in Resource allocation</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>437.6</td>
</tr>
</tbody>
</table>

N=35

N.B: Total% more than 100 because respondents gave more than one answer

Majority of the respondents (84.4%) suggested that the government should standardise school equipment and make them tax-free as well as provide teachers through TSC. This would greatly enhance the quality of education offered in the schools.

Sixty eight point eight percent said the government should give grants to the
schools, 62.5% agreed that the government should lower bank lending rates especially when it comes to land, 53.1% said the government should create a conducive political and economical environment and allow the schools operate without interference. This concurred with R.O.K (1999) indication that partnership between private providers of education and the government to be characterised by co-operation, constant consultation and networking between both parties. forty six point nine percent agreed that the government should not discriminate the schools against resource allocation, while 37.5% were for the idea that the government should provide bursary funds to private schools.

Table 4.14 Means of support by Proprietors

<table>
<thead>
<tr>
<th>Means</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invest heavily in teaching-learning resources</td>
<td>22</td>
<td>68.8</td>
</tr>
<tr>
<td>Pay teachers well</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Give students more exposure</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Charge affordable fees</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>175.1</td>
</tr>
</tbody>
</table>

N=35

N.B: Total % more than 100 because respondents gave more than one answer.

The Table shows that 68.8% of the respondents suggested that proprietors should invest heavily in the teaching-learning resources, pay teachers well (53.1%), charge affordable fees (31.3%) and give students more exposure (21.9%).
Table 4.15 Means of Support by Parents

<table>
<thead>
<tr>
<th>Means</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt payment of fees for smooth running of the schools</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>Intensify guidance &amp; counselling to their children and closely monitor &amp; act on their behaviour</td>
<td>22</td>
<td>68.8</td>
</tr>
<tr>
<td>Avoid spoiling them by excessive provision of finance &amp; items</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>153.2</td>
</tr>
</tbody>
</table>

N=35

N.B: Total % more than 100 because respondents gave more than one answer.

Majority of the respondents (68.8%) suggested that parents should intensify guidance and counselling to their children and closely monitor and act on their behaviour. Forty six point nine percent were for the idea that parents ought to pay fees promptly for smooth running of the schools. While 37.5% said that the parents should avoid spoiling their children through excessive provision of finance and other items.
Table 4.16 Means of Support by Students

<table>
<thead>
<tr>
<th>Means</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve their conduct</td>
<td>22</td>
<td>68.8</td>
</tr>
<tr>
<td>Improve their performance</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td>Proper attitude towards private</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with other private</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>and public school students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>243.8</td>
</tr>
</tbody>
</table>

N=35

N.B: Total % more than 100 because respondents gave more than one answer.

Respondents (84.4%) suggested that students ought to improve their performance, improve their conduct (68.8%), have proper attitude towards private schools (53.1%) and interact with other students in private and public schools (37.5%). Indiscipline cases such as smoking, truancy, drinking and irresponsible sexual relations lead to dropping out of the schools. Some private school students think that they have more say in the schools unlike teachers and therefore cannot be disciplined.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarises the findings of the study. It also provides discussions and the conclusions drawn together with the proposed recommendations of the study based on the findings. The purpose of this study was to investigate the private schools' involvement in the provision of secondary school education in Nyandarua district. Questionnaires, Interview and Focus Group Discussion schedules were the main research instruments used to collect data for this study. Proprietors, Head teachers, D. E. O, inspector of schools in charge of secondary section and parents provided data which was subjected to analysis.

The study was guided by the following research questions:

- To what extent has the private sector contributed to the provision of secondary education in Nyandarua district?

- What problems do private school developers face in their initiative to provide quality education at the secondary level?

- What are the possible solutions to these problems?

- How can different stakeholders in education help private initiative in provision of education?
The following is a summary of the study findings as presented in chapter four.

5.1 Summary of the Major Findings of the Study

5.1.1 Contribution of Private Schools in Provision of Secondary Education in Nyandarua District.

There were 13 private secondary schools in Nyandarua district. Individuals owned 11 whereas the Catholic Church owned 2. Eleven (11) schools were established from 1995. Only 2 were established in the 1980s. There has been a consistent increase in enrolments in the period covered by the study with the highest (34.1%) being recorded in 2000.

The schools had 65.8% trained teachers. The trained teacher: student ratio was 1:20 whereas the national average is 1:35. The average number per class was 36 while the national average stands at 40.

Of the 13 schools, only 9 had form four candidates for 2001 KCSE. A mere 39 students (8.4%) managed to attain grade B- and above.

Physical infrastructure is a prerequisite for quality education; 8 schools (61.5%) had libraries, 11 (84.6%) had chemistry and biology laboratories and 8 schools (61.5%) had physics laboratories. All had administration offices (headmaster’s, deputy headmaster’s, staff room and school examination), majority offered different kinds of games but the playing fields were limited and had few clubs and societies.
5.1.2 Problems encountered by the Private School Developers in their initiative to provide Quality Secondary School Education in Nyandarua District.

The major problems faced by the private schools in provision of secondary school education included: Lack of funds (84.6%), lack of essential facilities (69.2%), high turnover of teachers (61.5%), lack of teachers (61.5%), high inflation of teaching-learning materials (53.8%), no policies on private education (15.4%) and closure of banking systems with school funds (15.4%)

5.1.3 Possible Solutions to the Problems

Major solutions highlighted were: subsidy of school equipment and making them tax-free (84.6%), provision of some teachers by TSC (84.6%), lower bank loan interests to help proprietors run the schools (69.2%), government to give private schools grants (69.2%), political goodwill (61.5%) and expansion of bursary program to private school students (15.4%)

5.1.4 How Stakeholders of Education can help Private initiative in provision of Secondary School Education

The government would help private initiative in provision of secondary school education by: standardising school equipment and making them tax-free (84.6%), provision of some teachers through TSC (84.6%), giving grants (69.2%), lowering bank lending rates especially for land (61.5%), creating a conducive political and economic environment and allowing them operate without undue interference (53.8%), not discriminating in resource allocation (46.2%) and provision of bursary funds (38.5%)
Proprietors would get involved actively by: Investing heavily in teaching-learning resources (69.2%), paying teachers well to motivate them (53.8%), charging affordable fees (30.8%) and giving students more exposure (23.1%)

Parents on the other hand ought to: intensify guidance and counselling to their children, closely monitor and act on their behaviour (69.2%), Promptly pay school fees for smooth running of the schools (46.2%) and also avoid spoiling children by excessive provision of finance and other items (38.5%)

Students' role would be: work hard to improve their performance (84.6%), improve their conduct (69.2%), proper attitude towards private schools (53.8%), interaction with other private and public school students (38.5%)

5.2 Conclusions

The following conclusions were drawn from the findings of the study.

The consistent increase in enrolment in private secondary schools is evidence enough that demand for secondary education far outstrips supply. With free primary education, this will even rise to magnitude levels. There is therefore greater need for private schools to be more involved in improving access to secondary education.

Physical infrastructure of some schools is satisfactory while others need to improve. Almost all the schools finance operation costs through student fees. They can only resort to individual savings or short-term borrowings from financial institutions. Meaningful expansion of the existing private schools is difficult due to high real
estate prices, shortage of adequate facilities for lease and expensive credit. Because of high start-up costs, the size of most private schools is small, pushing up the unit. Lowering of bank loan interests & enjoying tax rebates on land rates or learning materials such as computers would be a great boost to the proprietors but only if this would translate into investment in facilities and teaching-learning materials. On the other hand, banks ought to be regulated so that they do not close with school funds. Nevertheless, proprietors should also take prior caution on the banks they entrust their money in.

Some schools are high-cost therefore having the catchment area different from where they are located. Therefore the location of the school does not necessarily mean that the students are from that particular region.

Performance in national examinations is below average in the secondary schools while private primary schools perform very well. This is ironical in that most parents expect high performance from them in that some transfer their children from some public schools for the same reason.

To avoid high turnover of teachers, proprietors should pay them well and this will ensure continuity of the teaching-learning process that on the other hand will improve performance.

Indiscipline cases are mostly due to peer pressure and irresponsible parent-hood.
Majority of the students have an improper notion of how private schools should run. They have the mentality that they are beyond reprimand, believe their parents are well to do and that teachers have no say on their character. Some are very unco-operative and this demoralises the teachers.

Some schools close down because of either lack of funds or poor management. Some proprietors do not have educational background. They therefore run the schools like any other commercial enterprise to their disillusionment. Mismanagement also results in high turn over of teachers thus destabilising the whole system.

5.3 Recommendations

The following recommendations are made with regard to private schools’ involvement in the provision of secondary education in Nyandarua district:

Government ought to create a conducive economical environment thereby enhancing their involvement in improving access to secondary school education. An enabling economic and legal framework would greatly assist private schools to play a key role in expanding access to quality secondary education.

Bursary funds need to be extended to the schools so as to help the poor but bright students.

Since the private schools play a key role in supplementing government’s efforts to ensure access to quality secondary school education, they ought to enjoy tax rebates on land rates & learning material such as computers.
There should be strong supervisory structures to ensure that the schools are offering quality education and that they are being run efficiently.

Proprietors should manage their schools properly, make sure facilities required are available, charge affordable fees and pay teachers well to avoid high turnover, which impacts negatively on students' performance.

Parents should intensify guidance and counselling to their children and not leave them wholly at the mercy of the schools.

Students ought to change their attitude towards private schools and co-operate with the administration and teachers.

Proprietors should choose banks wisely to avoid losing their funds when some close down. The government should also make sure that banks are well regulated so that they do not close with school funds.
5.4 Suggestions for Further Research

- A similar study needs to be done in other districts, provinces or the whole republic on the private schools’ involvement in provision of secondary school education.

- A comparative study for both private and public secondary schools’ provision of secondary education should be done in different geographical regions in Kenya.

- Research should be done on the public day schools’ involvement in improving access to secondary education.
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APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS.

Instructions:
This questionnaire is for collecting data for a research concerning the role of private sector in the provision of secondary education in Nyandarua District and is hoped that the information you give will be useful in this educational research. You are assured that all the information you give will only be used for this research purpose.

- Please respond to all statements in each section.
- Put a tick (✓) in the box that best represents your response to each statement.

1. When was your school established? ---------------------------

2. Who owns the school?
   a) Individual  
   b) Church  

3. Approximately how many students were enrolled in the following years?
   a) 1999 -------
   b) 2000-------
   c) 2001 -------
   d) 2002 -------

4. How many teachers do you have in your staff?
   Male ----------- Female-----------

5. How many are trained teachers in your staff by grade?
6. Are the untrained teachers registered?

Yes ------------ No---------------

7. Which clubs and societies exist in your school? (Tick where appropriate)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AVAILABLE.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOT AVAILABLE.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Which ways has your school used to finance educational facilities?

9. a) Does all the teaching/learning take place in classrooms?

Yes ( ) No ( ) [Tick one].

b) What is the average number of desks available per class? --------------

c) What is the average number of students per class? ---------------

10. Tick against each of the following items stating the size if present or put ‘X’ if not.

a) Headmaster’s office Yes ( ) No ( ) Size ------------ m^2

b) Deputy Head teacher’s office Yes ( ) No ( ) Size ------------ m^2

c) Staff room Yes ( ) No ( ) Size ------------ m^2
11 a) Does your school have a library? Yes ( ) No ( )
   If yes what is its dimension in squared meters? ----------------

b) Are the books in the library adequate for use in the school? Yes( ) no( )

c) How regularly do the students have access to the library books?
   (Daily----- Weekly----- Monthly------ Fortnightly-----?)
   (Others specify). ---------------------------------------

d) Who finances your library resources? ---------------------------------------------

e) What learning materials in your opinion does your school need for effective and efficient learning in the 8 – 4 – 4 program? (State the items and numbers of each)
   Item                          amount
   1)                                 
   2)                                 
   3)                                 

12. Does your school have playing grounds? Yes ( ) No ( )

Which games do you offer? (Tick where appropriate).

<table>
<thead>
<tr>
<th>GAMES</th>
<th>Football</th>
<th>Volleyball</th>
<th>Netball</th>
<th>Hockey</th>
<th>Swimming</th>
<th>Others (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVAILABLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOT AVAILABLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate their sizes in metres.

13. Which laboratories does your school have?
   lab                          capacity

Chemistry
14. a) Which problems has your school experienced in raising and utilising funds for the provision of 8 – 4 – 4 educational facilities? ---------------------------------------------

b) Suggest solutions to the problems you have stated in (a) above. ---------------------------------------------

15. a) Summarise your schools (KCSE) results for the last five (5) years by number in each grade.

<table>
<thead>
<tr>
<th></th>
<th>GRADE A</th>
<th>GRADE B</th>
<th>GRADE C</th>
<th>GRADE D</th>
<th>GRADE E</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td></td>
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</tr>
<tr>
<td>1999</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) What are the reasons behind this performance?
16. What in your opinion are the advantages of private secondary schools?

17. What can be done by the following to support private initiative in the provision of secondary education in Nyandarua District?

a) The Government

b) Proprietors

c) Parents

d) Students

e) Others (specify)
APPENDIX II: INTERVIEW SCHEDULE FOR PROPRIETORS.

Instructions:

The researcher will fill answers to each question in her notebook at the time of interview with the relevant respondent.

1) a) What are the objectives of private school developers in the initiative to provide quality education?

   b) How successful has this been?

2) The local leaders, ministry of education, parents, students, and the larger community can use what means to support private initiative in the provision of education?

3) What are the difficulties that private school developers face in their initiative to provide quality education?

4) What are the possible solutions to these problems?

5) What suggestions do you have in enhancing private provision of education in Kenya?
APPENDIX III: INTERVIEW SCHEDULE FOR D.E.O.

AND INSPECTOR OF SCHOOLS.

1) What are the policies on private sector in education at secondary school level?

2) What role is played by private providers of education in Kenya, and Nyandarua district in particular?

3) a) What are the obstacles towards private schools’ involvement in provision of secondary education?

b) What may be the ways of eliminating these obstacles?

4) What are your suggestions in having the private sector play a greater role in provision of education?

5) Any other comment?
APPENDIX IV: FOCUS GROUP DISCUSSION SCHEDULE.

1) What are the reasons for enrolling your child in private secondary school?

2) The local leaders, ministry of education, parents, students and the larger community can use what means to support private initiatives in provision of education?

3) What problems are encountered in private secondary schools?

4) What may be the ways of eliminating these problems?

5) Any other comment?
### APPENDIX V: PRIVATE SECONDARY SCHOOLS

*(NYANDARUA DISTRICT)*

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DIVISION</th>
<th>OWNERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susumua Dam secondary school</td>
<td>Kinangop</td>
<td>Individual</td>
</tr>
<tr>
<td>Aberdare Technical secondary school</td>
<td>Kinangop</td>
<td>Individual</td>
</tr>
<tr>
<td>Njabini girls high school</td>
<td>Kinangop</td>
<td>Individual</td>
</tr>
<tr>
<td>St. Francis complex secondary school</td>
<td>Kinangop</td>
<td>Individual</td>
</tr>
<tr>
<td>St. Teresas Manunga girls high school</td>
<td>Kipipiri</td>
<td>Church</td>
</tr>
<tr>
<td>St. Lucy’s girls secondary school</td>
<td>Ol kalou</td>
<td>Individual</td>
</tr>
<tr>
<td>Millennium secondary school</td>
<td>Ol kalou</td>
<td>Individual</td>
</tr>
<tr>
<td>Elite senior school</td>
<td>Ol joro orok</td>
<td>Individual</td>
</tr>
<tr>
<td>St. Cecelia secondary school</td>
<td>Ol joro orok</td>
<td>Individual</td>
</tr>
<tr>
<td>Hospital hill secondary school</td>
<td>Ol joro orok</td>
<td>Individual</td>
</tr>
<tr>
<td>Rosewood girls high school</td>
<td>Ol joro orok</td>
<td>Individual</td>
</tr>
<tr>
<td>Holy family secondary school</td>
<td>Ndaragwa</td>
<td>Church</td>
</tr>
<tr>
<td>Nyahururu highway senior school</td>
<td>Ndaragwa</td>
<td>Individual</td>
</tr>
</tbody>
</table>