

**QUALITY OF EDUCATION OFFERED IN PRIVATE  
SECONDARY SCHOOLS: A CASE OF SLUM SCHOOLS IN  
NAIROBI PROVINCE, KENYA.**

**BY**

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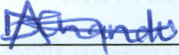
**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
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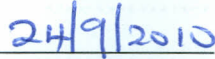
**DATE: SEPTEMBER, 2010.**

**DECLARATION**

This is my original work and has not been submitted for any other study programme in any other university



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This project has been submitted for examination with my approval as University Supervisor.



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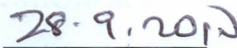
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**DEDICATION**

This paper has been dedicated first and foremost to God Almighty who is my creator, provider and sustainer; my loving husband, Dan Ongoya, my children Marshalls, Nana and Emmie for their love, understanding, provision and support during the highly demanding and challenging moments that resulted in this work. Finally it is dedicated to my parents Mary and Ramson Sikobe and my siblings for their inspiration, care and unfailing love they have shown me throughout my life.

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**ABBREVIATIONS/ACCRONYMS**

- GOK - Government of Kenya
- ICDC - International Child Development Centre
- K.C.S.E - Kenya Certificate of Secondary Education
- K.I.E - Kenya Institute of Education
- MOE - Minister of Education
- MOEST - Ministry of Education, Science and Technology
- MPET - Master Plan on Education and Training
- NGO - Non –governmental Organization
- QASO - Quality Assurance and Standards Officer
- TSC - Teachers’ Service Commission
- UNICEF - United Nations Children’s Education Fund.

## ABSTRACT

The main objective of this study was to investigate the quality of education offered in selected private secondary schools in Nairobi's slums; Kenya. The government has provided for the establishment of private schools to supplement the few public schools in the country so as to bridge the gap in access to education. Every student is entitled to quality education if the education they receive should have any positive impact to their lives. This education and training should assist in establishment of human resource base necessary for the generation of wealth and application to the creation of better standards of living and improvement of life. The quality of education offered in private secondary slum schools, is questionable prompting this study which focused on teachers, students, facilities and management characteristics that determine quality education. The study adopted an exploratory approach using a descriptive survey design on the 4 selected private schools. From these schools, 4 headteachers, 16 teachers – 4 from each school and 10 students per school were sampled, bringing the sample population to 60 respondents. The research instruments that were used to elicit data were questionnaires for students, teachers and the headteachers; unstructured interview schedules for teachers; and observation schedule that was used to investigate how resources were being utilized and actual class teaching-learning. Data collected was analyzed using descriptive analysis according to the information obtained from questionnaires, observations, interviews and document analysis. Analysis also involved organizing data into codes, themes and categories to determine relationships in categories. Data was then presented in tabulation and discussion form which allowed for the formulation of summaries, conclusions and recommendations. The major finding was that headteachers and teachers in the slum private schools were not qualified to teach in those secondary schools and that their teaching experience was minimal. The teaching learning resources were also not adequate to foster quality education. Based on these findings, it is recommended that school managers should be qualified, employ qualified teachers and offer them regular in-service courses. Teachers should also be motivated to concentrate on their work. The schools should also provide adequate teaching learning resources

## CHAPTER 1

### INTRODUCTION

This chapter presents to describe; Background to the study; Statement of the Problem; Purpose and Objectives of the study; Research Questions; Assumptions of the study; Limitations; Delimitations; Significance of the study; Conceptual Framework; and the Operational definition of terms.

#### 1.1 Background to the study

In an attempt to alleviate the shortage of places in our educational institutions, the government has allowed the establishment of private schools by individual and voluntary organizations with acceptable standards (Mugo, 2003). This partnership has brought about two categories of schools in Kenya; Public schools, which are staffed and funded by the government and Private schools, which are funded by their owners and do not receive any financial support from the government. These categories of schools are a common phenomenon in Nairobi.

The government policy has been to encourage the participation of private investors in the education sector. As a result of this, there has been a large expansion in the number of private schools in Kenya with the number of students attending these schools equally increasing. Most of the private schools are established within urban centres. In the slum areas, there are many private schools which were established to supplement the few public schools given that the population in such areas is very high. This has helped bridge the gap in access to education. Private schools are mandated to not only increase access

but also provide quality education through availability of essential resources as well as good performance of national examination. Private schools are registered by the Minister of Education under Cap 211, Part IV of Education Act (1980). The school is registered after the Minister has certified that;

- a) The establishment of the school is consistent with the needs of Kenya and the economical and efficient provision of education
- b) The premises and accommodation are suitable and adequate, having regard to the members, ages and sex of the pupils who are to attend the school, and fulfill the prescribed minimum requirements of health and safety and conform with any building regulations for the time being in force under any written law.
- c) The manager is a suitable and proper person to be the manager of the school.

The Act also provides the Minister authority to close schools that do not conform to the stated regulations.

Kenya's towns are growing rapidly. The urban population grew at an explosive 199 percent between 1980 and 1990. Most of the growth was concentrated in Nairobi, the capital, and Mombasa, the second largest city (Munyakho: 1992)

A significant proportion of this dramatic increase consists of migrants from the countryside, poor families, driven from their rural homes by landlessness, drought and unemployment and poverty. The development of slums and squatter settlements is a direct manifestation on the high rate of urbanization. This has serious economic, social and psychological implications for the residents (Obudho and Mblanga, 1988)

Akin (1970) describes a slum as a collection of insubstantial housing of recuperated waste materials or corrugated iron sheets, mud walls and thatched roof or iron roof. There is little in way of road systems. There are also few schools and no hospitals or health facilities. Yet this is the most active area of the city. According to the reports by UNICEF (1989) and Undugu Society (1991), it is estimated that over 50% of Nairobi's population live in slums. The major slums are Mathare Valley, Pumwani, Kariobangi, Kibera, Dagoreti and Industrial area. Many slum children come from one parent families which are in most cases female headed. The children are likely to look after one another and prepare their own meals.

One of the ways of empowering residents of slum areas to change their living conditions is by offering them quality education. UNESCO (2006) states that education is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality. Education also takes into consideration the social, economic and environmental context and conveys the ideals of a sustainable world. Education is therefore an important tool for all aspects of economic and social development. Secondary schools play a significant role since they provide recruits for the universities and through them the major professions; they supply entrants to the executive classes in administration, agriculture, education business among others. Secondary schools in the slums should therefore offer quality education to enable their graduates improve their living standards.

The Worldbank (1997) defines education quality as 'ensuring that students actually learn.' Its publication emphasizes the importance of quality education arguing that mere school enrolment is not enough. It asserts that there is credible evidence that educational quality has strong casual impact on individual earnings and economic growth. The terms "quality education" and "school efficiency" are often used interchangeably and associated with students' level of academic performance in examinations. (Abagi and Odipo, 1997) If achievement by students is low, that is, fail in examinations, then the school is purported to be of low quality and therefore inefficient. Quality here therefore, has to do with excellence in test scores, that is, passing the National Examination (K.C.S.E)

A cross analysis on the studies done on the quality in education indicate that emphasis has been on manipulation and the operations of inputs (availability of resources) and outputs (number completing school and examination scores) whose prices are easy to determine. The structural processes like learning time management, school management practices, classroom management and pupil teacher relationships, for which prices are difficult to determine, have not been given much attention yet they matter when it comes to the quality of education offered in any educational institution (Abagi and Odipo, 1997) This means that the conceptualization of the term education quality in a developing country like Kenya should take a process perspective as opposed to an outcome perspective. Pertinent questions that will arise as a result of this are: What educational policies are in existence? What is the curriculum? How are learners catered for? Are learning resources adequate? Are there constraints which affect learners' active

participation? What are the student-teacher ratios? Does teachers' work-load correspond to their qualifications? Educational quality is a continuous process of improvement answered by the above stated questions.

Kattanan (1999), while doing a research on education in Thailand notes that Thailand has made substantial progress in expanding access to education at all levels. However much remains to be done concerning the quality and efficiency of education in order to achieve the stated objectives and principles of education. According to this study, the quality of education can be reflected through major elements such as qualified teaching staff, effective teaching-learning process as well as flexible curricula supported by appropriate learning materials and educational technology. The study (Kattanan: 1999) recommends that in order to improve the quality of education, the issue of educational efficiency should be addressed both in terms of internal and external efficiency. Internal Efficiency is reflected by indicators such as teacher-student ratio, retention rates and dropout rates. External efficiency can be realized through the relevance of education system to the socio-economic conditions of the country. The ability of graduates to enter the labour market following the completion of education is one of the indicators of educational efficiency.

Abagi and Odipo (1997) on the other hand have given indicators of efficiency which should result in quality education as;

- Resource allocation to both various levels of education and different inputs such as textbooks and fees

- Pupil-teacher ratios
- Classroom management and teaching-learning contact hours
- Utilization of school physical facilities
- Transparency and accountability on school management and resource utilization; and
- Performance in national examinations.

UNICEF (2008) on the other hand recognizes five dimensions of education quality as; the learner, the environment, the context priorities and the outcomes.

According to the Ministry of Education, Science and Technology (2003), among the variables that impact on the relevance and quality of education are the curriculum, teaching/learning materials, physical facilities, finance, teaching force, school and institutional management, assessment examinations, environment, the students themselves and also the teaching and learning process.

The characteristics of quality education in this study are put in various categories and will be investigated to determine the quality of education offered in private slum schools as;

- i. School resources and processes like class size, textbooks, library, laboratory, among others.
- ii. Teacher characteristics, such as, academic qualifications, experience, in-service courses, teacher/pupil ratio, teaching methods, workload, among others.
- iii. Management characteristics, like their academic qualification, experience, administrative training, relationship with subordinates and planning.

- iv. Student characteristics, which are, their academic ability, motivation, attitude, discipline and the environment.

The Directorate of Quality Assurance and Standards is charged with maintenance and improvement of standards of education in Kenya schools and colleges. It arranges constant visitations to schools to check on teaching-learning facilities and general administration, and observe classroom instruction conducted by individual teachers. They do this for the following reasons; (MOEST, 2003)

- a) To determine if the school curriculum is being implemented effectively
- b) To determine teachers' competence in order to promote or grade teachers on merit
- c) To assess pre-service teachers and the final teaching practice
- d) To advice teachers on the teaching-learning process
- e) To report on the state of the schools
- f) To bring about changes in education
- g) To maintain links between the schools and the world of work.

Since the Education Act of 1980 gives the QASO authority to enter any school or any place where learning is suspected to be taking place, these officers are expected to inspect and improve the quality of education offered not only in public schools, but also in private schools all over the country including those ones in the slums.

The quality of education offered in private schools in slum areas is questionable as seen in the mass failures of students in the K.C.S.E examination results released every year. Most of these schools lack the basic teaching learning resources and physical facilities

necessary for quality education to take place. Teachers and managers are not qualified enough for their jobs and the curriculum offered may not be relevant to the immediate needs of learners as seen by the high dropout rates.(Nzomo, Yildz, Manyange and Ekundago, 2000)

### **1.2 Statement of the problem**

According to UNESCO (2006), education is a human right. It is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality. Quality education is holistic and a prerequisite for sustainable development. It upholds and conveys the ideals of a sustainable world. It takes into consideration the social, economic and environmental context. The role of education and training is to assist in establishment of the human resource base necessary for the generation of wealth and its application to the creation of better standards of living and improvement of quality life. (MPET 2002 – 2008)

The living standards of the people in the slums have remained the same if not worse for a long time despite the fact that school age population has been receiving education. This makes the quality of education offered in these areas questionable. Every student is entitled to quality education if the education they receive should have any positive impact to their lives. Quality in education has been camouflaged by the desire to promote access to education by increasing education opportunities to school-age population (Abagi and Odipo; 1997).

Although the government is obligated to provide education for all, many actors play vital roles in delivering it; from international agencies to local communities, NGOs, religious groups and other individuals. Private schools have emerged to complement the few public schools in the slums helping bridge the gap in access to education. It has been observed by teachers, inspectors of schools, researchers and many people that deal with slum children that most of these children in private schools perform very poorly in the Kenya Certificate of Secondary Education examinations that are released every year (Arasa, 1995). Quality education is bound to produce good results. The aim of this study was to find out the quality of education offered in these schools. Although major strides have been made in education in quantitative terms, there are serious shortcomings in the quality offered to learners in such schools. Are school resources adequate for learning? Are teachers adequate and qualified for their job? Are school administrators qualified? Are the learners ready and willing to learn?

### **1.3 The Purpose of the study.**

Education is a human right and every learner is entitled to quality education which is a prerequisite for sustainable development and improvement of living standards.

The researcher was alarmed by the repeated incidences of mass failure among students from private schools in the slums as evidenced by the K.C.S.E results released every year (Arasa, 1995). Quality education is supposed to produce good results.

The purpose of this study was to investigate the quality of education offered in private secondary schools in the slums in terms of teacher characteristics, resources, administrative characteristics and student characteristics.

#### **1.4 The objectives of the study.**

- i. To examine the quality of education in private secondary schools in terms of the quality and adequacy of teachers, utilization of teaching-learning resources, management characteristics and the learners themselves.
- ii. To establish the role of Directorate, Quality Assurance and Standards in maintaining quality education in private schools.

#### **1.5 Research Questions**

- i. What is the state of teaching learning resources in private slum schools?
- ii. What are the teacher characteristics that affect the quality of education?
- iii. What are the management factors that affect quality education?
- iv. What are the student characteristics that affect quality education?
- v. What is the role of QASO in promoting quality education in private slum schools?

#### **1.6 Assumptions of the Study.**

- a) That quality education is measured in terms of adequate and well trained teachers, adequate teaching learning resources, proper administration and performance in K.C.S.E examination.
- b) Respondents would be willing to co-operate and give accurate information on schools and student performance.
- c) The schools comply with the provisions in the Education Act of 1980 Cap 211 part IV on unaided schools.

### 1.7 Limitations

- a) Even though the subjects were all from slums and have similar social economic status, variables such as I.Q. levels and personality influences may not be controlled in the study yet they may have some influence on the findings,
- b) Due to financial and other logistical constraints such as security and inaccessibility, only the slums of Nairobi were studied particularly Kariobangi and Baba-dogo areas. The findings may vary from other slums.
- c) School managers may not be willing to share information because they may feel threatened due to the vague rules that surround the existence of their schools.
- d) It was not possible to cover the opinions of parents and other stakeholders in the slums because tracing them will require considerable time, resources and other logistics since most of them are out working. Their opinions would have contributed to the findings.

### 1.8 Delimitations.

The study confined itself to students and teachers in private secondary schools located in the slums of Nairobi's Kariobangi and Baba-dogo areas.

Government or public schools and non-formal schools were excluded as the government and NGOs provide for most of the facilities unlike in private schools which are owned and financed by individuals. Private schools in middle level settlements were also excluded. Students and teachers to be included in the sample were those in session in the respective schools by the time of the study.

Only schools offering the 8-4-4 system of education were studied.

### **1.9 Significance of the study**

The findings of this study are significant in many ways. The study may be of benefit to the Ministry of Education in the formulation of future policies aimed at enhancing quality education offered in all schools both public and private. They are expected to help guide quality educational provision as far as education for children in slum areas is concerned and prompt more research to be done in the area of providing quality education for slum children. It would benefit education officers as they carry out their duties to ensure all students acquire quality education by implementing government policies that will achieve this. The Minister of education and other non-governmental organizations may also utilize findings to help improve the quality of education offered to children in the slums so that they can improve their living standards.

The Directorate Quality Assurance and Standards may also be challenged to do more in regard to inspecting and ensuring quality in private schools in slum areas.

The findings will also enlighten private education providers to be concerned more on the quality of education they offer rather than just concentrate on the profits they make.

If this is done, learners seeking education in these institutions will benefit since quality education if bound to enable them improve their living standards when they advance in life. Other stakeholders like parents and NGOs may be challenged to participate in the provision of education in the slums in terms of provision of facilities and other necessities.

### 1.10 Conceptual Framework showing Indicators of Quality Education.

Figure 1.1: General model of Quality Education.

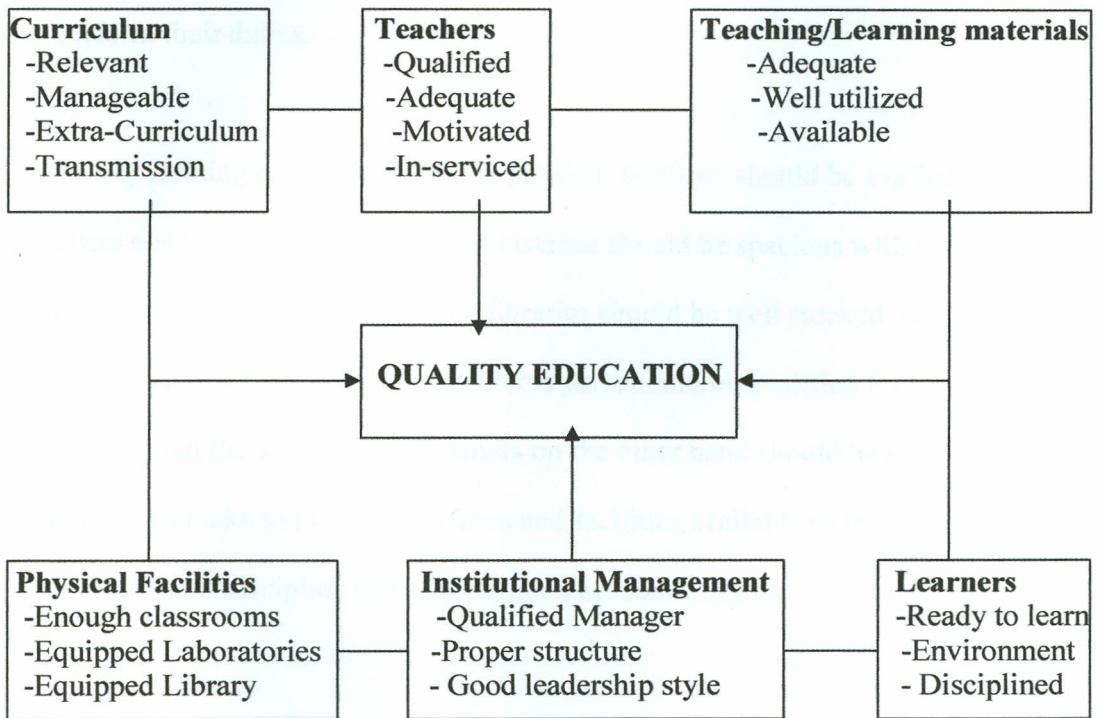


Figure 1.1 illustrates the general model of quality education with the indicators given by the ministry of education (MOEST, 2003).

For a school to be termed as offering quality education it must have the major variables of quality as shown in the figure above. The school must administer relevant and manageable curriculum to its learners. This curriculum should be transmitted using appropriate methodology for proper learning. It should also include co-curricular activities which ensure the growth of the learners physically and otherwise. The curriculum is the same in both public and private schools.

The school must also employ adequate and qualified teachers in all the subject areas. These teachers should regularly be given refresher courses through well planned training and development programmes. The manager must see to it that the staff is well motivated to perform their duties.

Teaching learning resources and other physical facilities should be availed to both teachers and learners. Classrooms for instance should be spacious with enough desks and other learning aids. Laboratories and libraries should be well stocked and the facilities there be well utilized. The manager on his part should be qualified for his job and be in a position to run the school well. Learners on the other hand should be ready to learn so that they can make use of their teachers and facilities available to them. They should show high level discipline and possess good academic abilities.

### **1.11 Operational definition of Terms.**

#### **a) Teaching resources**

It incorporates textbooks, libraries, laboratories, desks, chalk, classrooms etc.

#### **b) Performance**

Refers to students' scores/results in the K.C.S.E examination.

#### **c) Private schools**

These are schools that are developed by individuals and private organizations. They are equipped and staffed entirely by funds from individuals, schools fees and private

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organizations, licensed by the ministry of education, offering the same curriculum as public schools. They do not receive any financial assistance from the government

**d) Slum**

A slum in the study refers to a neighbourhood in an urban area that has in most cases unplanned and unserviced settlements. It has poor sanitation facilities; it is overcrowded with congested houses built of waste materials of wood or in iron sheets. Most of them have muddy walls, roofed with iron sheets, plastic or even cardboards.

**f) School managers**

School managers are those who own and run private schools. They run the day-to-day affairs of the school. In this case, they are the headteachers of the private secondary schools.

**g) Quality education.**

It is measured in terms of qualified and adequate teachers, adequate teaching-learning resources, relevant curriculum, qualified school managers and learners who are ready and willing to learn.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter contains the literature review on the Concept of quality education, Indicators of quality education and the Government involvement in maintaining quality education.

#### 2.2 The Concept of Quality education

At the heart of the challenges facing Kenya's education is quality. There is an increasing desire for the country to produce quality graduates who can serve the needs of the nation and compete effectively at the international level. Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers and civil societies have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed and that they offer quality education ( Abagi and Odipo, 1997).

Worldbank (1997) states that quality education is "ensuring that students actually learn." When actual learning takes place, students are likely to perform well in their examinations. Quality education is therefore measured in terms of adequate and qualified teachers, adequate teaching learning resources, relevant curriculum, qualified school managers and learners who are ready and willing to learn since these factors are directly related to performance (Cheruiyot ,2005).

### **2.3 Indicators of Quality education.**

According MOEST (2003), among the variables that impact on the relevance and quality of education are a relevant curriculum, teaching learning materials and other physical facilities, finance, teaching force, school management, assessment examinations, environment, the students themselves and also the teaching learning process. These parameters should be excellent for them to contribute to quality education.

The indicators of quality education in this study are the curriculum, teaching learning resources and other physical facilities, teacher characteristics, student characteristics and management characteristics.

#### **2.3.1 Relevant Curriculum**

The secondary level curriculum is a broad based national curriculum within the 8-4-4 structure. It is centrally developed by the Kenya Institute of Education (K.I.E). It is meant to equip the form four graduates with the necessary skills for them to be self reliant upon graduation. The curriculum as it is today is not fully meeting the needs of learners and of the community. It in addition, does not fully address emerging issues and challenges facing learners in the slums such as HIV and AIDS, drug and substance abuse, environmental education, moral values and gender issues. It is examination oriented and this renders it irrelevant. The 8-8-4 system of education does not encourage adaptation of different environments. The curriculum offered does not serve the needs of the underprivileged pupils in the slum schools (MOEST, 2003).

The co-curricula activities are also vital to the learners. Most private schools in the slums do not have enough facilities and space for these activities. This restricts the learners only to class work and they idle around when they are not in class.

Pedagogy is also important in curriculum transmission. Teachers should use appropriate methods to ensure that learning takes place. There is need to make teaching learning process more learner-centred and especially with more emphasis on higher cognitive abilities e.g. reasoning, problem solving, analysis and synthesis as well as appropriate skills. This is not happening in most schools in the slums where teachers have resorted to lecture method because of lack of enough teaching-learning materials, to cover the syllabus among other reasons (Mwachi, 2005)

### **2.3.2 Teacher characteristics**

The characteristics that shape the teacher quality include the formal educational attainment, the teacher training attainment, the experience gathered by the teacher, subject mastery and the availability of the teacher. Secondary school teachers should be trained at the public and private universities or Diploma colleges. They should also be registered members of TSC. Worldbank (1997) states that teacher quality strongly influences student outcomes. There is a strong connection between quality teachers and quality education. Every child deserves to be taught by a qualified teacher who has received adequate pre-service training, appropriate induction and continuous professional development and support. Teachers ought to be well paid and highly motivated to deliver such services. To improve teacher quality there is need for regular in-servicing of teachers (MOEST, 2003). School based in-servicing programmes should especially focus

on the implementation of curriculum and delivery methods. Huha (2003) suggests that a teacher must possess theoretical knowledge about human learning and behaviour and must demonstrate a repertoire of teaching skills that are believed to facilitate students' learning.

The student teacher ratio also determines quality of education. A low student-teacher ratio improves quality since the teachers can adequately attend to their learners' individual needs. Teachers are deployed in public secondary schools through the Curriculum Base Establishment (CBE) (MOEST, 2003)

Teachers also need to be motivated for them to work well and improve the quality of education. They can be motivated by,

- Remunerative salary
- Job security
- Good working conditions
- Teacher appraisal
- Appreciation by employer and community
- Upward job mobility among other ways.

During the UNESCO's World Teachers' day marked in October 2006 (UNESCO, 2006), whose theme was "Quality Teachers for Quality Education," it was noted that without teachers any education system cannot produce quality graduates. It was also observed that nearly all countries in Africa reported teacher shortfall because even where they have qualified personnel, they cannot employ because of lack of funds. This is affecting the quality of education. Another challenge noted to be affecting education is HIV/AIDS

which is affecting teachers. Most of them are either infected or affected and this is impacting negatively on their performance.

### **2.3.3 Teaching and learning resources.**

These are items that are used either as source of information for teachers and students or used to enhance learning. They include textbooks, library, laboratory, furniture, classrooms, writing materials, workshops, charts, maps, among others. The availability of educational materials has a major bearing on educational outcomes. Orodho (1996) says that there is a strong association between resources and students' achievement. Textbooks availability has been shown to be consistently related to achievement in less industrialized countries and access to reading materials is positively related to students' achievement. This is regardless of socio-economic status of students' parents. Huha (2003) explains that different human senses account for varying percentages of learning. It is estimated that taste accounts for 1%, touch 1 ½ %, smell 3 ½ %, hearing 11% and sight 83%. It is therefore important to ensure that all these senses are used in the learning process.

The availability of textbooks and other learning materials has been the most constraining resource to educational quality especially in slum schools in Kenya. The cost of obtaining textbooks in Kenya has been the sole responsibility of parents where the real sacrifice has been the poor (slum dwellers). The prices of school textbooks are very high and only a few parents can afford. This makes many children in slum schools do without these facilities thus reducing the quality of education they get (MOEST, 2003)

### 2.3.4 Student characteristics

The students are the recipients of education. They should therefore be ready to receive instruction, healthy, disciplined and satisfied for quality education to take place.

Most learners in the slums have other concerns like food, clothing, security and shelter and thus education is never taken seriously. To them it is just a pass time and they absent themselves regularly in search of these basic needs. (Blanc,1994).

Unhealthy learners who are sickly also absent themselves from class reducing their learning time and do not adequately cover the syllabuses. Others take care of their sickly parents as a result of HIV/AIDS which is wide spread among the slum dwellers.

Discipline is also important for quality teaching and learning to take place. Willms (1992), in his book notes that the disciplinary climate of a school is often measured through teachers' and pupils' reports of the extent to which pupils comply with certain rules of conduct. When learners adhere to the stipulated rules and regulations, it makes the teaching learning process manageable resulting into quality education.

The learners also need a conducive environment for them to take their studies well.

The environment in the slums is usually noisy, with disruptions now and again and this affects learning. Most private schools are situated in the heart of the residential areas; others share buildings with business premises like bars and restaurants (Mwachi, 2005).

The socio-economic and educational background of parents has a direct bearing on education quality and attainment of their children. Children from low socio-economic and educational backgrounds seem not to concentrate well in their education. Illiterate and poor parents do not value more the education of their children but are busy looking for ways of meeting their basic needs. They may not be in a position to provide all the school requirements and this affects the quality of education their children get. This is a common characteristic of almost if not all slum children (Arasa, 1995)

### **2.3.5 Management Characteristics**

The principal is the manager of a school. He/she is the most important and influential individual in a school (Yator, 2003). His or her managerial skills get the benchmark, the direction, the tone and the tempo of the school. Apart from setting the climate for learning and level of professionalism, his/her managerial skills are pivotal for morale of teachers and set the degree of concern for what students may or may not become. Cheruyiot (2005) states that training is essential in performance of any duties of a professional person.

The management and administration of educational institutions plays a very important role in determining the quality of education offered. Managers should be well qualified and equipped with the necessary administrative skills. In public schools, teachers are usually promoted into heads on merit and experience.

Willms (1992) lists some of the indicators of good leadership by principals as follows;

- i. Setting of plans and priorities and ensuring they are carried out.
- ii. Acquisition of resources for the school
- iii. Ensuring staff involvement in decision-making
- iv. Recognition and support of school staff.

Effective principals set high standards and create incentives for pupil learning and transmit the belief that all pupils can achieve at a high level. They set clearly defined goals and priorities for pupils learning and prescribe means to achieve them. They enhance teacher commitment by involving teachers in making decisions, by providing opportunities for teachers to improve their skills and through consistent and fair evaluation. Mortimore (1997) states that an effective school has leadership stance which builds on and develops a team approach, a vision of success which includes a view of how the school can improve, school policies and practices which encourage planning and setting of targets and improvement, common expectations about pupil behaviour and success and investment in good relationship with parents and community.

Most private schools are run by owners, their relatives or individuals appointed by the owners of the schools. Some of these people (especially in the slums) are not well qualified to run educational institutions since some of them may not even have any formal training. Their emphasis may only be on making profits and not actually promoting quality education in their schools. This affects prioritization and decision making. Their employees are not motivated to work and there is general laxity as far as teaching learning is concerned (Mwachi, 2005).

## 2.4 The Government Involvement in Maintaining Quality of Education

The Government has the mandate of providing education to all and also ensuring that the education offered in schools is quality. According to the MOE Service charter of 2007, the mandate of the ministry is, 'Quality Assurance in Education and Training Institutions.' Its vision is, 'To realize a globally competitive quality education and training for development' and the mission statement is, 'To provide, promote, co-ordinate quality life-long education, training and research for Kenya's sustainable development and responsible citizenry.' This shows the government's commitment to providing quality education.

In the Kenya Vision 2030 charter (2008) it states that;

Kenya's journey towards prosperity also involves the building of a just and cohesive society that enjoys equitable social development in a clean and secure environment. This involves investing in education and training. Kenya will provide a globally competitive and quality education, training and research. This will be achieved through among other things, reforming secondary school curricula.

This shows that for the Vision 2030 to be achieved, there needs to be quality education in all schools; be they public or private.

The Ministry of Education ensures quality education through the Directorate of Quality Assurance and Standards. Muriuki (2005) notes that the Inspectorate vision and mission statement are in line with the Ministry of Education's vision and mission statements.

The Inspectorate is mandated to coordinate, follow up and advice on curriculum delivery at the school level. The staff is expected to supervise and advice curriculum

implementers. The Education Act Cap 211 of 1968 has mandated them to enter any school with or without notice to inspect all the variables that contribute to quality education such as the curriculum, physical facilities, finances, teachers, institutional management and the institutional environment. This means that private schools are not excluded from inspection. The Quality Assurance and Standards officers should therefore frequently visit private schools in the slum areas to ensure that quality education is being offered there and advise them appropriately.

## **2.5 Summary**

Quality education is a continuous process evidenced in the combination of indicators such as relevant curriculum, effective teaching-learning process supported by appropriate learning materials, adequate and qualified teachers, conducive learning environment, proper school management and learners who are ready and willing to learn. Schools should therefore strive to provide all these variables for them to be termed as offering quality education.

The government has the responsibility of maintaining quality and standards of education in all schools, both private and public, through the Directorate, Quality Assurance and Standards which is under the Ministry of Education. Since quality education is the vehicle to the development of any economy, QASO should deal with schools which are not offering quality education.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the following; Research design, locale, sample selection, instrumentation, validity and reliability, piloting, data collection and data analysis.

#### **3.2 Design**

The study adopted an exploratory approach using a descriptive survey design. This approach allowed for collecting information by interviewing, observation and administering questionnaires to a sample of individuals. Through these instruments, the researcher was able to gather information on the indicators of quality education, like, transmission of the curriculum, quality and availability of teachers, availability of teaching learning resources, administration and the learner characteristics. This design therefore allowed the researcher to gather information, summarize, present and interpret it for the purpose of clarification.

#### **3.3 Locale**

The locale of the study was Kariobangi and Babadogo slum areas which are found in Kasarani Division, Kasarani District, Nairobi Province, Kenya. These slums are about 10-15 kilometres from the city centre. The population comprises mostly women with little or no education, no skills to earn them well paying jobs and by fortune or choice they are without a husband to share their responsibilities (Undugu Society, 1991). The

girls are not given educational chances and they repeat the fate of their mothers. Most students drop out of school due to lack of finances for fees and upkeep. These slums are characterized by;

- a) Poor physical conditions such as poor housing, overcrowding, poor sanitation facilities and lack of access to social amenities
- b) Lack of effective social organizations
- c) Poor social image held of the area by the larger communities and residents.

Children in this area live in extremely difficult circumstances and some of them take intoxicating drugs of some kind like alcohol, glue, petrol or bang (Munyakho, 1992).

### **3.4 Target Population**

The target population was all private secondary schools in Nairobi's slum areas. Kasarani District has 102 private secondary schools. These schools have a total of 8,800 students and 816 teachers. Kariobangi and Babadogo slums have 29 private secondary schools with a population of 2,985 students and 232 teachers.

### **3.5. Sample Selection**

All the subjects for this study were from the slums of Nairobi particularly Kariobangi and Baba-dogo areas. Using a list of all the private schools in Nairobi's Kasarani District, all private schools located within Kariobangi and Babadogo areas were purposively selected since these are slum areas with schools that are well established and are offering the 8-4-4 system of education. From these schools, 5 schools were chosen using the interval

sampling technique. Out of the 5 schools identified, 4 schools were randomly selected for the main study. The fifth school was left out for the specific purpose of the pilot study.

From the schools selected, the head teachers and the teachers were tested to shade light on management characteristics, teacher characteristics, student characteristics, state of resources and the learner characteristics. One teacher from each department (Mathematics, Languages, Sciences and Humanities) was randomly chosen. All the form three students were also tested because they have more experiential background to cope with the tasks given. Using raffle numbers 10 students were randomly selected from each school for final analysis bringing the sample population to 60 respondents.

### **3.6 Research Instruments**

Three types of instruments were used to collect data for the study. These are questionnaires, interviews and observation schedules.

#### **Questionnaires**

Questionnaires were administered to teachers, students and headteachers. They were used since the respondents can read and understand English and they also helped in collection of information from a large sample. The major advantage of questionnaires is that information can be collected from a large number of people and the questions can easily be analyzed. Questions are also standardized thus everyone gets the same questions. According to Sax (1968), questions for each respondent are framed the same way therefore they give information that is more comparable. Confidentiality and anonymity

were also held since most private headteachers do not like to expose their affairs. The questionnaires were to seek information on the characteristics under study.

### **Unstructured Interviews.**

An unstructured interview was used to supplement the questionnaires. This enabled the researcher to gather a lot of information that may not be obtained from the questionnaires and with the consent of respondents information may be recorded on tapes. Interviews also allowed for free expression of opinion by the interviewee enabling the interviewer to clarify questions and probe further where necessary (Orodho, 2005)

### **Observation Schedule**

Observation schedule was used to provide information about actual behaviour in the school. The observer was able to gather information on the teacher characteristics, student characteristics, availability and utilization of resources and management characteristics.

### **3.7 Validity and Reliability**

The content validity was determined. The reliability of the instruments was also determined using the test-retest method before the actual data collection.

### **3.8 Pilot Testing**

The instruments were administered to the pilot school using appropriate respondents and analyzed to verify whether that they would capture the required information.

### **3.9 Data Collection**

A letter permitting the researcher to conduct a research was obtained from the Ministry of Education. The process of collecting data involved initial visits to the school heads to explain the purpose of the study. The instruments were then administered to the selected schools for the actual data collection.

Data collection was undertaken by the help of research assistants.

### **3.10 Data Analysis**

The data was presented, analyzed and discussed according to the information obtained from questionnaires, observations, interviews and document analysis. Descriptive statistics were analyzed using calculations based on frequencies, percentages and proportions of the responses given from each item. Analysis also involved organizing data collected into codes, themes and categories so as to determine relationships in the categories. This facilitated the interpretation of data necessary in answering the research questions. The data would then be presented in discussion form. This led to the formulation of summaries, conclusions and recommendations of the study.

## CHAPTER 4

### DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

#### 4.1 Introduction

This chapter analyses and presents the findings of the study based on the data collected.

The chapter also aims at answering research questions which are;

- i) What is the state of teaching learning resources in private slum schools?
- ii) What are the teacher characteristics that affect the quality of education?
- iii) What are the management factors that affect quality education?
- iv) What are the student characteristics that affect quality education?
- v) What is the role of QASO in promoting quality education in private slum schools?

#### 4.2 Teacher Characteristics.

Among the characteristics that shape teacher quality are; teaching experience, academic qualifications, attendance of In-service courses, number of lessons taught per week, their adequacy and the frequency of giving and marking students' work. All these characteristics were investigated.

##### 4.2.1 Teachers' Gender distribution

The distribution of teachers by gender in private secondary schools sampled was 81.25% male and 18.75% female. Male teachers were more than their female counterparts.

### 4.2.2 Teaching Experience

Teaching experience is important for quality education. The more teaching experience he/she has the better they are in offering quality education. Table 4.1 below presents the teaching experience of teachers in years.

**Table 4.1 Teaching experience**

<b>Years</b>	<b>n</b>	<b>%</b>
0-3yrs	15	93.75
4-7yrs	1	6.25
8-11yrs	0	0
Above 11yrs	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Majority of the teachers had a teaching experience of 3 years and below. None of the teachers had an experience of above 8 years.

### 4.2.3 Academic qualifications

Quality Secondary school teachers should be Diploma or Degree holders with Postgraduate qualifications as an added advantage. Table 4.2 presents information obtained on academic qualifications of teachers.

**Table 4.2 Academic qualifications.**

<b>Qualification</b>	<b>n</b>	<b>(%)</b>
Masters	0	0
Degree	2	12.5
Diploma	2	12.5
KCSE	12	75
<b>Total</b>	<b>16</b>	<b>100</b>

Majority of the teachers were form four leavers with K.C.S.E qualifications while none of them had a postgraduate degree.

#### 4.2.4 In-service Courses

Teachers need to attend in-service courses in order to sharpen their skills and improve their quality. The study sought to find out whether teachers in private schools had attended any in-service courses. The observations are summarized in table 4.3 below.

**Table 4.3 Attendance of In-service Courses**

<b>Attendance</b>	<b>n</b>	<b>%</b>
Yes	2	12.5
No	14	87.5
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.3 indicates that almost all the teachers had not attended any in-service course.

#### 4.2.5 Number of lessons taught per week.

For the teachers to offer quality education, they need a manageable number of lessons per week. The Ministry of education recommends a maximum of 27 lessons per week (MOEST, 2003). The study sought to find out the number of lessons taught per week for teachers in private secondary schools in the slum areas. The information obtained is summarized in table 4.4.

**Table 4.4 Number of lessons taught per week**

<b>No. of lessons</b>	<b>n</b>	<b>%</b>
10-15	5	31.25
16-25	9	56.25
26-30	1	6.25
31 and above	1	6.25
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.4 shows that majority of the teachers had below 25 lessons taught per week. This can be considered manageable for them.

#### 4.2.6 Adequacy of teachers

To offer quality education, teachers need to be adequate to cover all the subject areas. Headteachers sampled gave the information contained in table 4.5 on adequacy of teachers in their schools.

**Table 4.5 Adequacy of teachers**

<b>Adequacy</b>	<b>n</b>	<b>%</b>
More than adequate	0	0
Adequate	3	75
Inadequate	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

Table 4.5 indicates that majority of the schools had adequate number of teachers.

#### 4.2.7 Frequency of Homework

Extra work done by students outside the normal time tabled lessons is very important. This work is given to students as homework or assignment. This study therefore wanted to obtain information on how frequently students were given this work and how often this work was marked. The responses are contained in table 4.6 and table 4.7 respectively.

**Table 4.6 Frequency of Homework**

<b>Frequency</b>	<b>n</b>	<b>%</b>
Daily	10	62.5
2-3 times per week	5	31.25
Once in 2 weeks	1	6.25
Never	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.6 shows that 62.5% of teachers gave their students homework daily, 31.5% gave them 2-3 times a week while 6.25% gave homework once in two weeks. None of the teachers failed to give homework. The learners were also asked to indicate how soon their homework was marked and they gave the information in table 4.7 below.

**Table 4.7 Duration taken by teachers to mark homework.**

<b>Duration</b>	<b>n</b>	<b>%</b>
As soon as we hand in books	32	80
After one to two days	6	15
After a week	1	2.5
Never	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.7 indicates that 80% of the teachers marked homework as soon as it was handed in.

#### **4.2.8 Challenges teachers face in course of their duty**

The teachers were asked to list some of the challenges they face in the course of their duty and the issues that were raised are;

- Poor working conditions
- Low remuneration
- Inadequate facilities
- Truancy

- Indiscipline among students
- Delayed payment.

### 4.3 Teaching Learning Resources

The availability and utilization of resources has a bearing on educational outcomes (Orodho, 1996). The study sought to find out the availability of various teaching learning resources in the private secondary schools. The resources include textbooks, libraries, laboratories and others like maps and charts.

#### 4.3.1 Textbooks

Textbooks supplement classroom teaching and are mainly used when giving assignments to students. Teachers were asked to indicate whether they use text books in teaching. The information gathered is shown in table 4.8.

**Table 4.8 Use of Textbooks**

Response	n	%
Yes	14	87.5
No	2	12.5
<b>Total</b>	<b>16</b>	<b>100</b>

The table indicates that majority of teachers were using text books while teaching.

### 4.3.2 Adequacy of Textbooks

The textbooks used are supposed to be adequate for all the students and teachers in all subjects. The study went further to investigate the adequacy of textbooks in schools. The information obtained is given in table 4.9.

**Table 4.9 Adequacy of Textbooks**

<b>Adequacy</b>	<b>n</b>	<b>(%)</b>
Inadequate	11	68.75
Adequate	5	31.25
More than adequate	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.9 indicates that the majority of schools had inadequate number of textbooks required for teaching and learning.

### 4.3.3 Presence of Library

A library gives a conducive environment for studying. It also has a collection of textbooks and other materials useful for teaching and learning. Modern libraries are equipped with modern technology and all these help to improve the quality of education offered. The study sought to find out whether there were libraries in slum private secondary schools. The results are indicated in table 4.10.

**Table 4.10 Presence of library in school**

<b>Response</b>	<b>n</b>	<b>%</b>
Yes	0	0
No	4	100
<b>Total</b>	<b>4</b>	<b>100</b>

Table 4.10 shows that 100% of the schools did not have libraries. The study went ahead to find out how equipped the libraries were but since none of the schools had a library, no response was given. An observation showed that the few textbooks available in schools were kept in the staffroom.

#### 4.3.4 Laboratory

Laboratories are used in schools during the science subjects for experiments. The study sought to find out whether private schools in the slums had laboratories. The responses are shown in table 4.11.

**Table 4.11 Presence of Laboratory**

<b>Response</b>	<b>n</b>	<b>%</b>
Yes	8	50
No	8	50
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.11 shows that 50% of the schools had laboratories while 50% did not.

Laboratories should be well equipped to facilitate the experiments carried out. The study therefore further sought to find out how equipped the laboratories were in private secondary schools. Since only 50% of the schools had laboratories, they gave the information shown in table 4.12.

**Table 4.12 How equipped the laboratories are.**

<b>Response</b>	<b>n</b>	<b>%</b>
Fully equipped	0	0
Fairly equipped	2	25
Poorly equipped	6	75
<b>Total</b>	<b>8</b>	<b>100</b>

Table 4.12 shows that majority (75%) of private schools with laboratories were poorly equipped.

#### **4.3.5 Use of Teaching Learning Resources**

The use of teaching learning resources in school has a lot of influence on the quality of education offered and the performance of students. The study sought to find out how often teachers were using resources while teaching. The responses were as shown in table 4.13.

**Table 4.13 Use of Teaching Learning Resources**

<b>Frequency of using resources</b>	<b>n</b>	<b>%</b>
Always	6	37.5
Rarely	10	62.5
Never	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.13 shows that 37.5% of teachers used resources while the majority (62.5%) rarely used resources while teaching. Most teachers claimed that teaching learning resources were not available and that they only depended on textbooks.

#### **4.3.6 Other resources apart from Textbooks**

Textbooks are not the only resources used for teaching learning. Teachers are encouraged to come up with other facilities to supplement the textbooks. The study sought to find out whether teachers in private slum schools were using resources other than textbooks.

Some of the resources named were;

- maps
- charts
- models
- news paper extracts
- past papers

#### 4.4 Student Characteristics

The learners themselves have a role to play as far as quality education is concerned. They need to be receptive to instruction and ready to learn. Student characteristics include their academic ability, discipline, attitude to academic work, participation in co-curricular activities, school environment, and inward motivation among other things.

##### 4.4.1 Entry Marks

As one way of gauging students' academic ability, their entry marks into form one were obtained and recorded in table 4.14.

**Table 4.14 Marks scored in K.C.P.E out of 500**

Marks	n	(%)
Below 100	0	0
101-150	1	2.5
151-200	1	2.5
201-250	13	32.5
251-300	17	42.5
Above 300	8	20
<b>Total</b>	<b>40</b>	<b>100</b>

Majority of the learners scored above 200 marks out of the possible 500. This means that their academic ability is fairly strong.

#### 4.4.2 Co-curricular Activities

Co-curricular activities support learning leading to quality education. Students were asked to indicate the activities they participated in. The results are shown in table 4.15.

**Table 4.15 Activities which students participate in.**

<b>Activity</b>	<b>n</b>	<b>%</b>
Ball games	2	5
Athletics	2	5
Debate	23	57.5
Symposiums	10	25
None	3	7.5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.17 shows that majority of the students participated in indoor activities. 7.5% of them did not participate in any activity. It was observed that majority of the schools did not have play grounds for outdoor activities like ball games and athletics since most of the schools were situated on residential flats. Physical co-curricular activities were therefore hampered.

#### 4.4.3 Discipline

When students are disciplined, it makes the teaching learning process manageable resulting into quality education. Teachers were asked to rate the level of discipline in their schools and they gave the information in table 4.16.

**Table 4.16 Level of Discipline of Students**

<b>Discipline</b>	<b>n</b>	<b>%</b>
Very disciplined	3	18.75
Disciplined	13	81.25
Very undisciplined	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.16 shows that 81.25% of the students were disciplined. None of the schools had cases of very undisciplined students.

#### 4.4.4 Students' Attitude

The attitude of the learners is of great influence on the quality of education they get. The learners should have a positive attitude towards academics for them to learn. Teachers were asked to rate the attitude of their learners towards academic work. Table 4.17 shows the responses obtained.

**Table 4.17 Students Attitude to Academic Work**

<b>Students' attitude</b>	<b>n</b>	<b>%</b>
Very negative	0	0
Negative	1	6.25
Positive	14	87.5
Very positive	1	6.25
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.17 indicates that the majority (87.5%) of the students had a positive attitude towards their academic work. 6.25% had a negative attitude and another 6.25% had a very positive attitude. Learners were also given statements to indicate their motivation for going to school. Table 4.18 summarizes the responses obtained.

**Table 4.18 Reasons why students go to school.**

Reason	n	n
My age mates go to school	0	0
My parents asked me to	0	0
To get a good job in future	36	90
To pass KCSE	3	7.5
Others	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.18 shows that 90% of the students were going to school in order to get a good job in future, 7.5% were going to school to pass KCSE and 2.5% had other reasons for going to school apart from the ones given. None of them was going to school for the sake of their parents or age mates. This shows that their motivation was inward.

#### 4.4.5 Students' Academic ability

Academic ability is the students' ability to learn what is taught at their level. Teachers were asked to rate the academic ability of their students and the results are shown in table 4.19.

**Table 4.19 Students Academic Abilities**

<b>Academic ability</b>	<b>n</b>	<b>%</b>
Very strong	0	0
Strong	11	68.75
Weak	5	31.25
Very weak	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4.19 shows that 68.75% of the students had strong academic ability while 31.25% were weak.

#### 4.4.6 Environment

The researcher observed that 75% of the schools visited were situated on residential flats. The environment was very noisy since those were residential areas. The schools shared these flats with other residents and business enterprises. There were no play grounds in these schools. Only 25% of the schools were in their own compounds.

## 4.5 Management Characteristics

### 4.5.1 Gender distribution of Headteachers

The distribution of headteachers by gender in the schools sampled was 100% male with no female headteacher.

### 4.5.2 Headteachers' Academic Qualifications

The headteacher is the manager of the school and the most influential person in that case. For the school to offer quality education, the headteacher should be well qualified and equipped with the necessary skills. Table 4.20 shows the academic qualifications of the headteachers sampled.

**Table 4.20 Headteachers' Academic Qualifications**

<b>Academic Qualification</b>	<b>n</b>	<b>%</b>
Masters degree	0	0
Degree	1	25
Diploma	1	25
KCSE	2	50
<b>Total</b>	<b>4</b>	<b>100</b>

Table 4.20 shows that 50% of the headteachers had K.C.S.E qualifications, 25% had degrees and another 25% had diplomas. None of the headteachers in the study had a Masters degree.

### 4.5.3 Teaching Experience

Headteachers' teaching experience is important for him to be able to offer quality education. Through experience, the headteacher is able to deal with various issues and challenges that arise. The headteachers were to indicate their teaching experience. Table 4.21 shows the results.

**Table 4.21 Headteachers Teaching Experience**

<b>Teaching</b>		
<b>Experience</b>	<b>n</b>	<b>%</b>
0-5 yrs	2	50
6-10 yrs	1	25
11-15	1	25
Above 15 yrs	0	0
<b>Total</b>	<b>4</b>	<b>100</b>

Table 4.21 shows that majority of the headteachers had a teaching experience of below five years.

### 4.5.4 Training in Administration

Training in administration is essential for school administrators since it sharpens their skills. The headteachers were asked to indicate whether they had had any training in administration. 25% of the headteachers had gone for training in administration while the majority (75%) had never attended any training in administration.

#### 4.5.5 Strategic Plan

A good administrator needs to have a strategic plan for his school. Headteachers were asked to indicate whether they have a strategic plan for their schools. 25% percent of the headteachers had made a strategic plan while 75% of them did not have the plan.

#### 4.5.6 Headteacher's Relationship with subordinates

There needs to be a good relationship between the headteacher and his subordinates for smooth running of the school, which results in quality education. Headteachers were asked to respond to statements that show their relationship with their subordinates. Responses obtained indicate that most headteachers agree with favourable statements concerning their relations and disagree with the unfavourable ones. 75% of the headteachers disagreed with the fact that the people they were working with had trouble getting along with them. 25% were neutral on that fact. 100% of the headteachers agreed with the fact that their subordinates cooperated in getting work done. On whether there was a friendly atmosphere among the headteachers and their subordinates, 25% strongly agreed while 75% agreed. 75% of the headteachers agreed that their subordinates were reliable and trustworthy while 25% were neutral. Asked whether they consulted their subordinates before making decisions, 25% strongly agreed, 25% agreed, 25% were neutral while the other 25% disagreed. On their relationship with their subordinates, 50% strongly agreed that they had good relationships, 25% agreed while another 25% were neutral. Finally, 25% of the headteachers strongly agreed that when they gave instructions they were always carried out without questions, 25% were neutral, 25%

strongly disagreed while another 25% disagreed. This means that the relationship between headteachers and their subordinates was fairly good.

#### **4.5.7 Challenges Headteachers face in managing schools**

The headteachers were asked to state some of the challenges they faced in course of their duty. The following are some of the challenges cited;

- Financial constraints
- Lack of enough physical facilities
- Truancy among students
- Teachers who do not last long in their schools

#### **4.6 Government Involvement in Maintaining Quality Education**

The role of the government in maintaining quality education is the mandate of the Directorate of Quality Assurance and Standards. Their officers have the authority to enter any school with or without permission to inspect and ensure that educational standards are maintained. The study sought to find out from headteachers whether these officers visited their schools or not. The information obtained indicated that 50% of the schools had been visited by the Quality Assurance and Standards officers while the remaining 50% had not. The study further sought to find out how often the officers visited and the responses are in table 4.22.

**Table 4.22 Frequency of QASO's visit to school.**

<b>Frequency</b>	<b>n</b>	<b>%</b>
Once per year	1	50
2-3 times per year	1	50
Once in 2 years	0	0
<b>Total</b>	<b>2</b>	<b>100</b>

The table indicates that 50% of the schools that had been visited by the Quality Assurance and Standards Officers had been visited only once in a year while another 50% were visited 2-3 times in a year. Teachers were also asked to indicate whether they had been assessed by the Quality Assurance and standards officers. Their responses showed that the majority (87.5%) had never been assessed while only 12.5% had been assessed. The teachers were also to indicate how many times they had been assessed and they gave the information in table 4.23 below.

**Table 4.23 The number of times teachers have been assessed**

<b>Number of times Assessed</b>	<b>n</b>	<b>%</b>
Once	2	100
2-5 times	-	-
6-9 times	-	-
Over 10 times	-	-
<b>Total</b>	<b>2</b>	<b>100</b>



## CHAPTER 5

### SUMMARY AND DISCUSSION OF RESEARCH FINDINGS AND RECOMMENDATIONS

#### 5.1 Introduction

In this chapter the discussions, conclusions, implications and recommendations are summarized according to the objectives of the research. This will be made under the same general themes used in the presentation of results in chapter four. Suggestions for further research will also be made.

#### 5.2 Summary of Research Findings

The major aim of this study was to investigate the quality of education offered in private secondary schools in slum areas in terms of the quality and adequacy of teachers, utilization of teaching learning resources, management characteristics and the student characteristics.

##### 5.2.1 Teacher Characteristics

The characteristics that shape the teacher quality include the formal educational attainment, the teacher training attainment, the experience gathered by the teacher, subject mastery and the availability of the teacher (MOEST, 2003).

The study showed that most teachers in private schools were male. Most of them were young men who had just completed form four waiting to join college. They had a teaching experience of below 5 years yet experience is important for quality education.

It was observed that most of those teachers had KCSE qualifications. Worldbank (1997) states that teacher quality strongly influences student outcomes and that there is a strong connection between quality teachers and quality education. Every child deserves to be taught by a qualified teacher who has received adequate pre-service training, appropriate induction and continuous professional development and support. Majority of the teachers in this study had never attended any in-service course thus compromising the quality of education they offered.

Most schools indicated that they had adequate number of teachers and their workload in terms of the number of lessons per week was relatively low. This meant that they were able to handle all the subject areas effectively since they were not overburdened.

The study also showed that most of these teachers gave their learners homework daily and marked their books immediately they were handed in. That was a good way of finding out whether the learners were actually learning.

Teachers in private schools faced a number of challenges in the course of duty which included poor working conditions, low and delayed payment, inadequate teaching facilities, truancy and cases of indiscipline among students. Most of these challenges showed that the teachers were not motivated enough to offer quality education.

### **5.2.2 Teaching Learning Resources.**

Physical facilities and instructional materials largely determine what pupils learn in schools. Use of variety of learning resources like textbooks, learning aids, laboratory

equipments among others increases chances of greater perception, understanding and retention rate. Ayot (1984) states that out of all that we hear and see, we learn only 10% through hearing and over 80% through what we see.

The researcher found out that private secondary schools in slum areas did not have libraries. The text books being used were inadequate. Majority of the schools did not have science laboratories for conducting experiments and the few that had them, were not well equipped. Generally they had inadequate teaching learning resources. This implies that teachers resorted to lecture method of teaching. Majority of the teachers indicated that they rarely use aids while teaching. With the insufficient teaching learning resources, the education offered can not be termed as quality.

### **5.2.3 Student Characteristics**

The attitudes of learners are of paramount importance since they determine how the learners are receptive to instruction and actually learn. Students are expected to be ready and willing to learn. Their academic abilities should also complement teachers' efforts. The researcher found out that most of the students in private schools had a positive attitude towards their academic work. Most of them indicated that they wanted to perform well and get good jobs in future so that they could be able to improve their living standards. This implies that they were ready and willing to learn. The academic abilities of these students were strong as indicated by the teachers and also as evidenced by their entry marks into form. Majority of them scored above average.

Discipline is also important as far as quality education is concerned. When students are disciplined there is smooth running of school programmes.

Students in private schools were disciplined with just a few cases of indiscipline.

Co-curricular activities are also important for quality education. Students in these schools were found to be participating in the co-curricular activities. It was however noticed that the students mainly participated in in-door activities like debating symposiums, drama and the likes since their schools did not have space or fields for out door activities. The environment of the schools was not very conducive for learning. Most of the schools were located on residential flats which were very noisy. Some of these flats also doubled as business premises. This compromised quality of education offered.

#### **5.2.4 Management Characteristics**

The headteacher is the most influential individual in a school. He/she should be well qualified and equipped with the necessary administrative skills with enough experience. They should also relate well with their subordinates their gender notwithstanding.

All the headteachers in the schools in this study were male. 50 percent of these headteachers had KCSE qualification which was not good enough for quality education. Three quarters of the headteachers did not have any training in administration yet they were carrying out administrative duties. Cheruyiot (2005) states that training is essential in performance of any duties of a professional person. This implies that the headteachers were not qualified enough to ensure quality education.

The teaching experience of headteachers is also helpful in the jurisdiction of their duties. The study found out that half of the headteachers had a teaching experience of below five years with only a quarter of them having an experience of between six to ten years. This meant that most of them did not have enough experience required to offer quality education. The study also found out that most of the headteachers had a fairly good relationship with their subordinates. This cooperation should therefore impact on quality education.

Willms (1992) states that a good administrator should be able to plan ahead. The Ministry of Education also requires that headteachers have a strategic plan for their schools. The study found out that most of the schools did not have a strategic plan that could guide their activities. Private schools also faced a number of challenges that included financial constraints, inadequate physical facilities, truancy among students and inability to retain teachers for a long time. All these challenges were affecting the quality of education offered.

#### **5.2.5 Government Involvement in Maintaining Quality Education**

The Ministry of Education ensures quality education through the Directorate of Quality Assurance and Standards. It is mandated to enter any school with or without notice to inspect all the variables that contribute to quality education.

The researcher found out that the Quality Assurance and Standards officers rarely visited private secondary schools in the slum areas. Over 80% of teachers had never been assessed by the officers and those who had been assessed had only been assessed once. This

implies that the quality and standards of education in terms of teachers, resources and management were not being checked to ensure that they offer quality education. Such schools were therefore likely to recruit unqualified staff and run with inadequate teaching learning resources. They were also prone to mismanagement compromising the quality of education.

### 5.3 Recommendations.

From the results of this study, it is clear that the quality of education offered in private secondary schools in slum areas is wanting. The researcher would like to make the following recommendations on how to improve the quality of education;

- i) Private schools should recruit qualified and adequate teachers who are registered with TSC.
- ii) The schools should invest more funds in the provision of teaching learning resources.
- iii) School managers should motivate their teachers well in order to retain them for longer periods of time.
- iv) Private school owners should employ qualified headteachers with enough experience to run their schools.
- v) Quality Assurance and Standards officers should visit private schools more often and offer their services to ensure quality.
- vi) Private schools should be situated away from residential areas or flats to allow students good environment for learning.

- vii) The Ministry of Education should register new schools only after ensuring that they meet all the conditions in the Education Act.
- viii) The Ministry of Education could consider offering support to private schools so that every child gets quality education.

#### 5.4 Suggestions for Further Research

- The study covered only four private schools in Babadogo and Kariobangi slum areas in Kasarani District. Further research can be conducted in all slum areas in Nairobi Province.
- A comparative study between public and private schools could be done to find out how the quality of education in these schools compares.
- A similar study be done in other slums in other towns in the country to allow more realistic generalization of results.

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## APPENDICES

### APPENDIX 1

#### QUESTIONNAIRE FOR SCHOOL HEADS

Please fill in the places as honestly as possible. The information you give will be treated with high level confidentiality.

Provided below are statements to guide you in giving information by either ticking [] or giving further information in the spaces provided.

Thank you in advance.

1. a) Gender.

Male []      Female []

b) For how long has the school been operational?

1 to 3 years []    4 to 6 years []    7 to 10 years []    10 years and above []

c) What is your academic/professional qualifications?

i) Degree []

ii) Masters Degrees []

iii) Diploma []

iv) Any other. Specify \_\_\_\_\_

d) Have you received any training in administration?

Yes []      No []

Specify \_\_\_\_\_

e) What is your teaching experience?

0 -5 years []    6 -10 years []    11-15 years []    Above 15 years []

f) Do you have a strategic plan for the school?

Yes [ ] No [ ]

g) What major challenges does the school face at the moment?

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

Male [ ] Female [ ]

b) How adequate are the teachers?

Very adequate [ ] Adequate [ ] Inadequate [ ]

c) How do you motivate your teachers?

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d) Please indicate the number which best represents your response to each item.

	1 Strongly Agree	2 Agree	3 Neutral	4 Strongly Disagree	5 Disagree
1. The people I work with have trouble getting along with me					
2. My subordinates always cooperate in getting work done					
3. There seems to be friendly atmosphere among my subordinates					
4. My subordinates are reliable and trustworthy					

5. There is friction between me and my subordinates					
6. My subordinates always give their suggestions on various issues					
7. I always consult my subordinates before making decisions					
8. I have good relationship with people I supervise					
9. When I give instructions they are always carried out without questions.					

3. a) Does the school have enough classrooms?

Yes [ ] No [ ]

b) What is the average size of a class in your school?

\_\_\_\_\_

c) Does the school have a laboratory?

Yes [ ] No [ ]

d) How equipped is the laboratory?

Well equipped [ ] Fairly equipped [ ] Poorly equipped [ ]

e) Does the school have a library?

Yes [ ] No [ ]

f) How stocked is the library with the required books?

Well stocked [ ] Fairly stocked [ ] Poorly stocked [ ]

g) Please rate the teaching learning facilities in the school?

Very adequate [ ] Adequate [ ] Inadequate [ ]

4.a) Do the Quality Assurance and Standards Officers visit your school?

Yes [ ] No [ ]

b) How often?

- i) Once in per year [  ]      ii) Two to three times per year [  ]  
 iii) Once in two years [  ]      iv) Any other (specify) \_\_\_\_\_

5. a) What is the minimum entry marks of students into form one?

\_\_\_\_\_ out of 500.

b) Please rate the general performance of the school since it was established.

Very good [  ]    Good [  ]    Average [  ]    Poor [  ]    Very poor [  ]

c) Please rate the attitude of your learners.

Very positive [  ]    Positive [  ]    Negative [  ]    Very Negative [  ]

d). Please rate the discipline of your students.

Very disciplined [  ]    Disciplined [  ]    Undisciplined [  ]    Very undisciplined [  ]

e) How often do you check students' exercise books?

Yes [  ]    No [  ]

f) Are assignments given and marked on time?

Yes [  ]    No [  ]

## APPENDIX II

### QUESTIONNAIRE FOR TEACHERS

Please fill in the blank spaces as honestly as possible. The information you give will be treated with high level confidentiality.

Provided below are statements to guide you in giving information by either ticking [  ] or giving further information in the spaces provided.

1.a) What is your gender?

Male [  ]      Female [  ]

b) What is your academic/professional qualification?

Masters degree [  ]

Degree [  ]

Diploma [  ]

K.C.S.E. [  ]

Any other (specify) \_\_\_\_\_

c) For how long have you been teaching?

0-3 years [  ]    4-7 years [  ]    8-11 years [  ]    Above 11 years [  ]

d) Have you ever gone for in-service courses?

Yes

No

e) How many lessons do you have in a week?

10-15 [  ]    16-25 [  ]    26-30 [  ]    31 and above [  ]

f) What major challenges do you encounter in the course of your work?

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2. a) Do you use textbooks while teaching?

Yes [  ]      No [  ]

b) How adequate are the textbooks?

Inadequate [  ]      Adequate [  ]      More than adequate [  ]

c) Do you have a library?

Yes [ ] No [ ]

d) Are the materials found in the library useful for teaching your subjects?

Yes [ ] No [ ]

e) Does the school have a laboratory?

Yes [ ] No [ ]

f) How equipped is the laboratory?

Fully equipped [ ] Fairly equipped [ ] Poorly equipped [ ]

g) How adequate are the teaching learning resources in your subject area?

Very Adequate [ ] Adequate [ ] Inadequate [ ]

h) How often do you use teaching/learning resources?

Always [ ] Rarely [ ] Never [ ]

i) What other resources do you usually use for teaching apart from textbooks?

3. a) What is the average size of your class?

Below 30 [ ] 30-35 [ ] 36-40 [ ] 41-45 [ ] Above 45 [ ]

b) How do you rate your learners in terms of discipline?

Very disciplined [ ] Disciplined [ ] Very undisciplined [ ]

c) Please rate the attitude of your learners.

Very negative [ ] Negative [ ] Positive [ ] Very positive [ ]

d) What is the academic ability of the students?

Very strong [ ] Strong [ ] Weak [ ] Very weak [ ]

e) How often do you give and mark your students' Homework?

Daily [ ] 2-3 times a week [ ] Once in two weeks [ ] Monthly [ ] Never [ ]

4. a) How do you rate the headteacher in his work?

Very good [ ] Good [ ] Poor [ ] Very poor [ ]

b) Does the headteacher consult teachers in decision making?

Yes [ ] No [ ]

c) What other responsibilities do you have apart from classroom teaching?

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d) Describe your relationship with the headteacher.

Very good [ ] Good [ ] Poor [ ] Very poor [ ]

5. a) Have you ever been assessed by the Quality Assurance and Standards Officers?

Yes [ ] No [ ]

b) How often do they visit your school?

Once per year [ ] 2-3 times in a year [ ] Over 3 times in a year [ ] Never [ ]

1. a) What is your gender?

Male [ ] Female [ ]

b) What marks did you

\_\_\_\_\_

c) Which subject do you dislike?

Ball games [ ] Swimming [ ] Drama [ ] Science [ ] History [ ]

Any other (specify) \_\_\_\_\_

d) Which of the following best describes your motivation for going to school?

i) My age makes me go to school [ ]

ii) My parents told me to [ ]

iii) To get a good job in Deen [ ]

iv) To pass KCSE [ ]

v) Others (specify) \_\_\_\_\_

2. a) Does the school have a laboratory?

Yes [ ] No [ ]

b) How often do you do your practical lessons in the laboratory?

Every week [ ] Once in a term [ ] 2-3 times [ ]

c) Do your school have a library?

Yes [ ] No [ ]

d) Rate your library in terms of availability of books required for learning?

Well stocked [ ] Averagely stocked [ ] Poorly stocked [ ]

3. a) Do you have teachers in all the subjects?

## APPENDIX III

### QUESTIONNAIRE FOR STUDENTS

Please fill in the blank spaces as honestly as possible. The information you give will be treated with high level confidentiality.

Provided below are statements to guide you in giving information by either ticking [] or giving further information in the spaces provided.

1. a) What is your gender?

Male [] Female []

b) What marks did you get in K.C.P.E?

\_\_\_\_\_ Out of 500.

c) Which activity do you participate in?

Ball games [] Athletics [] Debate [] Symposiums [] None []

Any other (Specify) \_\_\_\_\_

d) Which of the following best describes your reason for coming to school?

i) My age mates go to school []

ii) My parents asked me to []

iii) To get a good job in future []

iv) To pass KCSE []

v) Others (specify) \_\_\_\_\_

2. a) Does the school have a laboratory?

Yes [] No []

b) How often do you do your practical lessons in the laboratory in a term?

Every week [] Once in a term [] 2-3 times Not at all []

c) Do your school have a library?

Yes [] No []

d) Rate your library in terms of availability of textbooks required for learning?

Well stocked [] Averagely stocked [] Poorly stocked []

3. a) Do you have teachers in all the subjects?

Yes [ ] No [ ]

b) In your opinion, how many teachers are qualified for their work?

All [ ] Almost all [ ] Half [ ] Less than half [ ] None [ ]

c) How do you rate your teachers in their work?

Very good [ ] Good [ ] Average [ ] Below average [ ]

d) How many teachers usually cover the syllabus on time?

All [ ] Almost all [ ] Half [ ] Less than half [ ] None [ ]

e) How often do your teachers give you assignments?

Everyday [ ] Weekly [ ] Rarely [ ] Never [ ]

f) How soon do the teachers mark your assignments?

As soon as we hand in our books [ ]

After one to two days [ ]

After a week [ ]

They are never marked at all [ ]

4. a) Does the headteacher usually check your exercise books?

Yes [ ] No [ ]

b) How do you rate your Headteacher in his work?

Very good [ ] Good [ ] Poor [ ] Very Poor [ ]

c) If you had a personal problem, would you approach your headteacher?

Yes [ ] No [ ]

d) Give reason for your answer above (c)

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**APPENDIX IV**  
**OBSERVATION SCHEDULE**

1.	<p><b>Teacher Characteristics</b></p> <p>a) Total number [ ]</p> <p>b) Qualifications (NO.) Masters Degree [ ] Degree [ ] Diploma [ ] K.C.S.E. [ ]</p> <p>c) Adequacy (√) Adequate [ ] Fairly adequate [ ] Not adequate [ ]</p> <p>d) Motivation (√) Well motivated [ ] Fairly motivated [ ] Not motivated [ ]</p> <p>e) Size of class (√) Below 30 [ ] 30-35 [ ] 36-40 [ ] 41-45 [ ] Above 45 [ ]</p> <p>f) Working conditions Very good [ ] Good [ ] Bad [ ] Very bad [ ]</p> <p>g) Workload (No. of lessons per week) 16-25 [ ] 26-30 [ ] 31-35 [ ] Above 35 [ ]</p>
2.	<p><b>Teaching learning Resources</b></p> <p>a) Textbooks</p> <ul style="list-style-type: none"> <li>• Present [ ] Not present [ ]</li> <li>• Adequate [ ] Not Adequate [ ]</li> </ul> <p>b) Laboratory</p> <ul style="list-style-type: none"> <li>• Present [ ] Not present [ ]</li> <li>• Fully equipped [ ] Fairly equipped [ ] Poorly equipped [ ]</li> </ul> <p>c) Library</p> <ul style="list-style-type: none"> <li>• Present [ ] Not present [ ]</li> <li>• Well stocked [ ] Averagely stocked [ ] Poorly stocked [ ]</li> </ul> <p>d) Classrooms</p> <ul style="list-style-type: none"> <li>• Space - Spacious [ ] Not spacious [ ]</li> <li>• Desks- Adequate [ ] Not adequate [ ]</li> <li>• Blackboard - Present [ ] Not present [ ]</li> <li>• Charts - Present [ ] Not present [ ]</li> </ul>
3.	<p><b>Student Characteristics</b></p> <p>a) Conduct - Very good [ ] Good [ ] Fair [ ] Bad [ ] Very Bad [ ]</p> <p>b) Assignments</p> <ul style="list-style-type: none"> <li>• Given regularly [ ] Not given regularly [ ] Not given at all [ ]</li> <li>• Marked immediately [ ] Not marked immediately [ ] Not marked at all [ ]</li> </ul> <p>c) Environment Conducive for learning [ ] Not conducive for learning [ ]</p>
4.	<p><b>Management Characteristics</b></p> <p>a) Relationship with subordinates - Good [ ] Fair [ ] Poor [ ]</p> <p>b) Delegation of duty -Yes [ ] No [ ]</p>

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