CHALLENGES FACING PRIVATE PRIMARY SCHOOLS: A CASE STUDY OF MWEA DIVISION, MBEERE DISTRICT IN EASTREN PROVINCE OF KENYA.

BY

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A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR AN AWARD OF A DEGREE IN EDUCATION (SCIENCE) OF KAMPALA INTERNATIONAL UNIVERSITY.

NOV 2009.

DECLARATION

I hereby do declare that this work is a result of my own effort and has never been submitted for any award in any university or institution of higher learning whatsoever.

Sign _____

ADEN ALI ABDI

Date: _____

APPROVAL

This work has been done under my supervision as a University Supervisor, and submitted with my approval.

Sign _____

FRED SSEMUGENYI

Date: _____

DEDICATION

Dedicated to my family and friend

ACKNOWLEDGEMENT

Utmost appreciation goes to the Almighty God who has enabled me to reach this far in the field of academia.

Am greatly indebted to my supervisor Mr. Ssemugenyi Fred who laboured at all times to offer advice in all corners and at all costs to see to it that I do accomplish this research study.

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ABSTRACT

The study carried out an investigation on the challenges faced by private primary schools in their effort to render and supplement the efforts of the government in as far as rendering education to the country's citizens is concerned. The study took Mwea Division; Mbeere District located in Eastern Province of Kenya as a case study.

Previous studies indicate that a number of challenges do affect the operations of private primary schools but most importantly, the failure of these schools with their administrators to put in place workable and effective policies capable of responding to the ever-changing school environment that need quick and timely planning to help cope up with the situation at hand.

The researcher applied a purely quantitative research design in presenting and interpreting the research findings. The technique of data collection used was mainly the use of questionnaires. Selection of the samples was based on a simple Random sampling procedure so as to give all the respondents equal chances of participating in the study.

Research findings revealed that the challenges that affect the operations of private primary schools range from their inefficiency in terms of poor management techniques, lack of planning, lack of finances that cause budgetary deficits among other factors

A number of measures have been drawn up basing on the researchers observation and conclusions of the research findings. These include among others: government's support from especially from a financial point of view, the need to instill in these institutions a proper transparency and accountability mechanisms, availing of private schools with loan facilities among the many recommendations as can be sighted from chapter five.

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CHAPTER ONE
INTRODUCTION

Background of the Study

Mwea division is located in Eastern province of Kenya. The division is approximately 400km2 and has a populace of 60,000 people. The division is administered from Karaba location with offices at shopping centre. Provision of education to the whole populace is one of the goals of the successive governments of Kenya. Since 1963, each successive year has seen budget towards education escalate with the government spending half of its budget on education. This is an indication that education in Kenya is taken seriously though the government cannot meet the ever increasing demand for education in the country.

The period between 1964-1970 saw a remarkable expansion of primary education in Kenya. This high rate of expansion climaxed in 1974 due to the Kenyan government policy of providing free primary education. This policy has been revisited by the government and presently, public primary schools are providing free primary education.

This has had a lot of effect on the enrollment with schools realizing overwhelming influx of children. In turn, the pupil-teacher ratio has widened with some schools particularly in areas with very high population experiencing overstretched school facilities.

In the master plan for the Education and Training: 1997-2010, the Ministry of Education acknowledged that although the government is committed to increasing access to education and training opportunities, there is a limited ability to allocate more resources to education. This scenario has led to the private sector coming in to bridge the gap through individuals, groups and religious organizations. The establishment of private schools is sanctioned by the government through the Education Act, Cap 211 (1980).

Running of a private school requires a lot of administrative skills. Private schools therefore require highly trained personnel in order to meet the expected standards. Besides, the personnel, these institutions also require a lot of funds to establish and run them.

Having lived and worked in Mwea division for several years as a primary school teacher, I have keenly witnessed the closure of both performing and non-performing private primary schools as well as pupils being withdrawn from private to public schools.

It is such challenges experienced in these schools that have inspired the researcher to have a keen yet a through interest to conduct an investigation on the challenges facing private primary schools in Mwea division located in Mbeere district.

Statement of the problem

The mushrooming of private primary schools in Mwea division has raised a lot of concern among stakeholders. According to Kamunge report (Republic of Kenya, 1988 Pp.31), private primary schools must operate under the control of the Ministry of Education. In a research conducted on both public and private primary schools in Karai location of Kikuyu Division, Kiambu district, it was found out that public schools do not offer day to day benefits to teachers like private schools. The study also found out that most teachers in private primary schools are young and therefore, are more likely to look for greener pastures, than those in public primary schools.

The researcher has keenly witnessed the closure of both performing and non-performing private primary schools in Mwea division. This study therefore will investigate the challenges facing private primary schools in the division since the area of research seems to be of significance yet so controversial.

Research Study Objective

The general objective of this research study was to establish the challenges that affect the operation of private primary schools in their effort to supplement on the efforts of the government in trying to render education service to the citizens of the country. The study took Mwea Division, Mbeere District located in Eastern Province of Kenya as a case study.

1.4 Specific Objectives

The study was guided by the following specific objectives;

- To establish the administrative and financial difficulties that hinders the operation of private primary schools in Mwea division
- To establish whether private primary schools follow the same curriculum with publicly operated primary schools.
- To establish the relationship that exists between private primary schools and the general community.
- To generate alternative solutions that can help solve the problems faced by private primary schools in Mwea division.

Research Study Questions

The following set research questions guided the researcher in carrying out this investigation;

- Are there some administrative and financial difficulties that affect the operation and normal functioning of private primary schools in Mwea division?

- Do private primary schools follow the same curriculum developed for the publicly operated primary schools?

- What is the nature of relationship existing between private operated primary schools and the general community?

- What alternative solutions can be developed to help combat the challenges and difficulties encountered in the operation of private primary schools?

Significance of the Study

The study was geared towards identifying those challenges facing private primary schools. The beneficiaries of this study include;

- The parents who send their children as the major stakeholders are hereby availed with the opportunities of making sound decisions on whether or not to enroll their children in these private primary schools or take other options within their reach.

- The school proprietors may use the findings of this study and the recommendations drawn by the researcher to improve on their businesses.

- The findings of the study calls upon the attention of the ministry of Education to come up with more effective control measures on the operation of private primary schools.

- The study findings are in position of helping other researchers think of alternative investigation measures capable of strengthening the ownership and operation of private primary schools.

Scope of the Study

The study was carried out in Mwea division, Mbeere district that is located in the Eastern Province of Kenya. The target population mainly consisted of all administrative staff in the private primary schools in the division. All the registered private primary schools were cross-examined and their lists were obtained from the Ministry of Education office.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature that is relevant to the challenges facing private primary schools under the following headings; Global Administrative Challenges in private primary schools, Administrative problems of private schools in Kenya, community relationship existing with the private schools as well as other areas.

2.1 Global Administrative Challenges in Private Schools

Great Britain School Council (1974) conducted a research to identify the nature of the problem inherent in primary schools. The study was undertaken in the context of inquiry into the aim of primar5y education. The study found out that there was a great discrepancy between intention, action and a transaction and that there exists a large area of decision and choice that influence and constraints operations.

The study intended to confirm the nature of constraints the school has to cope with. It attempted to find out how the stated aims of the school are translated into operational aims. This is because the aims of the school which count in the education of each child are those which effectively shape the operational curriculum as opposed to the intended curriculum. The operational curriculum is the ongoing reality of then primary school education which is actually taught in the school classrooms.

According to Jacobson (1969) in his view of British school, operational curriculum is in the process of making the school face a lot of challenges that inhibit rather than facilitate the achievement of the desired ends of teaching at which the primary school is aiming. These challenges, which inhibit effective teaching, are the total body of problems the teachers and administrators of every school faces.

In a study by GBSC (1974), it was argued that among the more commonly experienced problems in primary schools were the number of pupils in class, the size and design of the classroom, storage space, the provision of materials, auxiliary help and liaison between schools and the children's home environment. These are some of the most common problems experienced by school developers and administrators in both developed and developing countries like in Kenya. The problem of space and congestion in many primary schools in Kenya is a familiar sight. This could be a disturbing problem in private primary schools where physical facilities are inadequate (Great Britain School Council 1974, Pp.33).

Research in America has identified the problem of beginning elementary education as lying in two major areas. Firstly, in trying to distribute time among teaching duties, extra-curricula activities, administrative and supervisory duties, Boyne (primary teacher Training 1960), Walker (1970) and Jacobson (1969) have argued quite convincingly that that teachers experience a lot of post-training

problems particularly because of lack of further attention in the area of suitable refresher courses.

Jacobson (1969) in particular argued that in order for school head teachers to improve their administrative competence, they should be provided with continuing education. This way, the head teacher and other teachers will learn new ideas, new concepts, new teaching methods and other relevant knowledge that is continuously being published as a result of research and other related studies.

A study conducted in America by Dean (1960) on the problems experienced by head teachers of primary schools found out that several problems were experienced. These among others include;

(i) Supervision of Instruction

(ii) Provision for the exceptional child

(iii) Obtaining adequate physical facilities

(iv) Programme of special education

(v) Recruitment of teachers

There has been a lot of criticism on private school education both in the developed and developing countries like Kenya. Hansley (1981) points out that some private school critics who term these institutions as commercial in order to stress their market basis.

The major administrative challenge of private schools in Britain is that of community relationship. Such schools are looked upon as schools for the elite and as agents of stratification. These schools have therefore received a lot of criticism and the administrators find it difficult to explain their societal role.

The Labour party (L.P) in England finds the presence of private schools objectionable (Labour Party 1980, Pp.10) due to their role in transferring economic status, social positions and influence from one generation to the other. The Labour Party criticism is based on the fact that wealthy parents are able to get high quality education as well as jobs. Walford (1990) says that such schools increase inequalities in society. This kind of criticism brought about opposition to the operations of private schools.

One of the problems facing private schools in America is cited by Walford 91989) is the freedom to high staff. Though some private schools are well endowed financially, others are unable to attract qualified staff and therefore, are more likely to compromise and hire less qualified staff. This argument can be applicable to many developing countries such as Kenya. This is due to scarcity of resources to finance private education.

2.2 Administrative Problems in Private Schools in Kenya

In Kenya several studies have been done on the issue of administrative problems in schools. The Kenya Education Commission commonly referred to as the

Ominde Report (Republic of Kenya, 1964) cited the need for simplification of future legislation of private schools. Private primary school administrators have had many of their schools closed due to lack of registration documents. The Ominde Report (Republic of Kenya 1964 and 1988) and the Kamunge Reports both recommended that private educational institutions be required to comply with the provision and the regulations governing the establishment and management of institutional education in order to maintain high standards of education and training.

Due to the different levels of professional ability of private school proprietors, this compliance has not fully come into place. The link and supervision of these schools by the government is important so that those administrators who are non-professional teachers can be compelled by the government to have an acceptable level of professional trough in education. Lack of professionalism makes it difficult for such people to implement educational policies (Waweru 2003) in administrative problems manifesting in the operation of private schools in Thika municipality.

The Gachathi Report, (Republic of Kenya, 1979) and the Koech Report (Republic of Kenya 1999) affirms that finances are another major administrative problem in private schools. Gachathi Report observes that private schools charge very high fees, which is not commensurate with the quality of education which they offer.

The report confirmed their role in transferring economic status social positions and influence from one generation to another.

2.3 Curriculum and Instruction

Some private primary school administrators experience problems in determining objectives, development of a programme for the institution, selection of instructional materials and resources and evaluation of the programmed instruction (Olernbo et al, 1992). The school administrator has a duty to examine the national goals of education and identify the specific objectives and the means by which the school can work to accomplish these objectives.

Sergiovani, et al has developed five sub-tasks in the curriculum and instruction task area. These sub-tasks include;

- Development of a philosophy of education and objectives consistent with that philosophy. In this sub-task, educational administration involves many individuals with varied expertise and from diverse backgrounds. It involves the review of the past and application of the present in order to shape the future of mankind.

- Construction of programmes to fulfill these objectives. The activities involved in this sub-task area include; development of curriculum guides, preparation of educational materials for students, reviewing of textbooks and other instructional materials, learning from the practices and success

of others. The theories of learning and motivation, curriculum development and effective use of instructional resources are useful in this sub-task area.

- Constant appraisal of curriculum and instruction. This sub-task is concerned with 6the evaluation of the relevance of objectives, the effectiveness of the curriculum and instructional programmes, a comprehensive evaluative instrument should be used here.

- Engender a climate which displays readiness for change. The school's organizational climate should provide an environment which appreciates and incorporates evaluation results for the improvement of the curriculum and instruction. The utilization of the feedback received from both evaluation and improvement helps to improve organizational effectiveness.

- Provision of support materials for curriculum and instructional effectiveness. This involves providing teachers and other personnel with the instructional materials in time and the provision of opportunities to learn off-the –job by attending meetings, seminars, workshops and visitations (Okumbe 2001).

2.4 School-Community Relationship

The school operates as a smaller integral unit in a wider community. For this r4eason, there is continuous influence within the two parties. Mbiti (1974) on the foundation of school administration says that the school is not an island but rather, part of the community where it is located.

Bennet (1974) says that the community acts as the catchment area for pupils and personnel in the school. Positive school-community relations will increase the school enrollment while negative relations will cause decline in enrollment. It is therefore very important that private primary schools administrator creates positive relationships with the community after studying all the underlying variables. As a social institution, the school is affected by various forces within the society. These forces can be socio-cultural, political, economical religious and technological. These forces act collectively to determine the quality and quantity of the output from the school.

The task area of school-community relations has the dual purposes of obtaining and maintaining community support for school programmes and of assuring that the community is fully involved in the activities of the school. The school-community relations should take the form of a planned public relations programme (Okumbe). There are some five areas which should be considered in the school-community relations task area. These include:

- Assisting the community to understand the importance of schools in relation to the broad sense of education. In this sub-task to the educational manager, Okumbe (2001) argues that the manager should help the community understand the significant role of the school in the process of education, emphasizing what schools are doing currently and what they should actually be doing.

- Interpreting the educational programmes to the communities. Here, the educational manager has a duty to highlight to the community the curriculum and the co-curricular programme which the school is engaged in. this is done through newsletters, bulletins, pamphlets and radios (Okumbe 2001).

- Working closely with community representatives. The educational manager should ensure that he/she works with and through the various representatives of the community in order to derive maximum support and understanding from them. The official representative of the school management, parents and teachers associations (PTA), politicians, and the local administration staff play a key role in enhancing effective communication and public relations between the school and the community.

- Working with other Non Governmental Organizations. The school manager has a duty to link the school with Non Governmental Organizations (NGOs) which have an interest in improving the physical and mental health of the community including the youth. This provides the school with an opportunity to play a leading role in solving economic and social problems within the community.
- Enabling the staff to understand and appreciate the community. By enabling the school staff to understand the history, socio-political, economic, cultural activities as well as the religious life of the community, the educational management plays an important role in enabling staff deal effectively with the teaching and learning problems in the school. As open, a two way communication between the school and the community should be encouraged so that opinions, advice, and suggestions from both sides can b3e incorporated into the school programmes (Okumbe 2001).

CHAPTER THREE
RESEARCH METHODOLOGY

٣,٠ Introduction

This chapter dealt with data collection techniques and procedures, study area, research design, sample size and methods of data analysis and presentation. The focus of the research was based on people's views, opinions and beliefs held about the challenges facing the operation of private primary schools in Mwea Division, located in Mbeere District.

3.1. Area and Population of the Study

The study was carried out in Mwea division which is located in Mbeere district. This area was being chosen because the researcher hails and works in Mwea primary school-thus, aware of the fact that the operation of private primary schools faces a number of challenges ranging from administrative to financial difficulties. Thus, the need to carry out this research study to help in digging out the true situation on the ground.

3.2. Sample Selection

The study population consisted mainly of school-going children, teachers and the general public. There was one set of questionnaire forms specifically designed for the head teacher with their teachers who face day to day challenges while trying to operate or run these schools.

A total of twenty (50) teachers were given questionnaires, drawn from at least three private schools within the division and given some two weeks to enable them have ample time to answer the research questions.

3.3. Data Collection Techniques

This study employed only quantitative methods of data collection, analysis and presentation of the research findings.

3.4. Questionnaire Forms

This method of data collection was used to collect views and data that were represented quantitatively. A total of fifty (50) school teachers and Head teachers were required to fill the forms within a period of two weeks in order to give them ample time to give adequate information.

3.5. Observation Method

This method was too employed to enable the researcher to critically see the difficulties and challenges that private primary schools do face in their day to day operations. Checking on the relationship with the publicly owned primary schools and the general community was helpful in drawing final conclusions as well as recommendations on the way forward.

3.6. Secondary Data

Documentary sources were made use of and these were obtained from Kampala International University main library, Moi University main library, Kenyatta University main library, Internet, Journals Magazines, Newspapers and other periodicals. This gave a general background of the challenges that affect the normal or smooth running of private primary schools.

3.7. Data Analysis

The researcher using questionnaire forms to both the Head teachers as the key informants and the teaching staff who were interviewed as well compiled data that is purely quantitative. Analysis of the findings of the study was facilitated by the making of a summary in tables with the use of frequencies and percentages.

3.8. Encountered Limitations to the Study

- The most limiting factor to this research study was the inadequate fund and limited time in which to conduct the research.
- The respondents expected with eager to be paid for their time spent when being interviewed and filling in the questionnaire thus, some respondents deliberately refused to deliver the information relevant to the study.
- The research was indeed more time consuming and very tiresome since it actually required lots of movement from place to place to obtain relevant information to the research questions/problem under study.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter the researcher presents the findings of the study in tables with the use of frequencies and percentages.

4.1 Personal Information about the Respondents:

Table 4.1: Gender of the Respondents

Gender	Frequency	Percentage
Female	17	34
Male	33	66
Total	**50**	**100**

Source: Primary Data

As indicated in table 4.1 above, 34%of the respondents who participated in the study were female teachers from the selected study schools in Mwea Division located in Mbeere District. The male respondents dominated the study investigation with a total of 66% of the total percentage of respondents.

Table 4.2: Age

Age	Frequency	Percentage
18 Yrs and below	0	0
19-25yrs	5	10
26-35 yrs	20	40
36-45yrs	15	30
46-64 Yrs	10	20
66 and above	0	0
Total	**50**	**100**

Source: Primary Data

Study findings as indicated by table 4.2 above, reveals that the age group of 26-35 years constituted the highest percentage totaling up to 40%. This is the most critical and energetic age group who mainly run the school affairs ranging from teaching to middle level school administration.

30% of the respondents were in the age bracket of 36-45 years engaged in various activities of teaching as well as general pot management of the studied schools. Those within the age bracket of 46-64 years constituted 20% whereas the lowest percentage of the respondents was those within 19-25 years who only measured up to 5% of the respondents interviewed.

Table 4.3 Professional Qualifications

Level	**Frequency**	**Percentage**
'O' Level	0	0
'A' Level	0	0
Certificate	16	32
Diploma	23	46
Degree	11	22
others	0	0
Total	**50**	**100**

Source: Primary Data

Study findings as indicated in table 4.3 above gives an account of the academic qualifications possessed by the respondents. Accordingly, available data indicate

that 46% of the respondents hold Diplomas in the various fields of education ranging from Arts, Early Childhood Education to Special needs and Sciences. 32% hold certificates whereas 22% are the only Bachelor Degree holders also within the field of education and falling within the above mentioned disciplines.

Table 4.4 Working experience of the Respondents

Work experience	Frequency	Percentage
1-3 years	10	20
4-6 years	16	32
7-10 years	15	30
11-+ years	9	18
Total	**50**	**100**

Source: Primary Data

Study findings as indicated by table 4.4 above reveal that 20% of the respondents who participated in the study had a working experience of less that five years in the teaching profession. Respondents above five years (4-6) years constituted 32% of the respondents. These were the most critical respondents handling different administrative and managerial roles in the schools selected for sampling.

In addition, respondents having a work experience of 7-10 years constituted 30% of the respondents whereas those having a work experience of more than 11 years and above made up 18% of the total number of respondents. These according to the study findings carried out were the age group having different

roles within the running of the schools in as far as managing the school affairs were concerned ranging from administrative to financial matters of the school.

4.2 Administrative and financial constraints

Table 4.5: Administrative and Financial problems encountered

Challenges	Frequency	Percentage
Poor management techniques	4	8
Lack of planning	6	12
Lack of adequate finances	9	18
Budgetary deficits	11	22
Financial mismanagement by school heads	15	30
Lack of vision and focus	5	10
Total	**50**	**100**

Source: Primary Data

Research findings as indicated in table 4.5 above accounted for the factors that affect the school operation from an administrative and financial point of view. The findings revealed that a number of factors are responsible for their poor operations. These include: poor management techniques was an obstacle towards the normal operations of private schools as revealed by 8% of the respondents.

Lack of planning for the school operations for the next five years and above coupled by the lack of vision and focus constituted almost similar number of percentage of close to 10%-12% of the respondents as indicated by the respondents. In addition, these private primary schools are faced by the lack of adequate funds that would be ploughed into many school operations a fact indicated by 18% of the respondents. Therefore, the lack of adequate finances has a great bearing towards disabling the budgetary principles /provisions of these schools as revealed by 22% of the respondents.

Besides the above mentioned, it was discovered that the problem of these private primary schools originate from the heads of schools who misappropriate the school finds to their own other businesses instead of further investment into productive school operations that would help improve on the school operations in both the short-term and long-term periods. This problem was revealed by 30% of the respondents who participated in the investigation/study.

4.3 Curriculum followed by private primary school

Table 4.6: Curriculum followed by private primary schools

Category	Frequency	Percentage
Regular school curriculum	50	100
Different curriculum	0	0
Total	**50**	**100**

Source: Primary Data

With regard too the school curriculum followed by these private primary schools, study findings as indicated in table 4.6 above show that 100% of the respondents agreed that these schools do follow the regular school curriculum used by the publicly owned and operated primary schools. Therefore, this by all standards must put pressure in these schools to do all they can to match up the standards of the curriculum since they have to be registered by the Education Ministry a task done after verifying a number of activities taking place in these private primary schools.

In an interview with the key-informants to the study, it was discovered that these private primary schools are not involved in the planning of the school curriculum but they are only required to follow what is passed by the government owned primary schools. Besides the above mentioned, it was discovered that these school are not supervised by the district inspector of schools with other team officials to determine whether or not the teachers are doing enough towards enabling the school reach its stated goals and objectives thus, making it hard for the Head teachers to institute effective supervisory mechanisms in their absence from school environments.

4.4 Relationship between private schools and the community

Table 4.7: Relationship between private schools and the general community

Response	Frequency	Percentage
The relationship between private primary schools and the general community is harmonious:		
Agree	10	20
Strongly agree	20	40
Disagree	15	30
Strongly disagree	5	10
Total	**50**	**100**

Source: Primary Data

In trying to examine the nature and composition of the relationship existing between private primary schools and the general community as illustrated by research findings in table 4.7 above, the respondents who participated in the study revealed that there is exists a relationship that the researcher describes best as a cooperative one though there are certain areas where the needs, interests and positions of the two parties try to overlap and in the process, poses a big challenge as to whether or not they will continue having the support and cooperation built together in the different school environment.

Study findings indicate that 20%-40% of the respondents revealed out that the relationship between the two parties is a harmonious one where both assist and support each other as need arise dictated by the nature of their operating school-community variables. In addition, it cannot be assumed that the relationship of the two parties shall always be in conformity at all times.

Accordingly, 30% and 10% of the respondents indicated that there are some situations that call for divergent relationships between the two parties. Thus this brings to our attention the fact that where one stakeholders needs and interests are not catered for, the relationship no longer becomes a harmonious one and vice-versa given the fact that needs and interest can be adjusted whereas positions are always hard to adjust accordingly.

However, in trying to counteract situations of poor relationship between the parties, the school tries in as much as possible to involve the parents in regular running of the school by taking up management committee seats so as to be able to advise the school heads accordingly. Besides the above, parents are involved in the day to day operations of the school in as far as deciding which course of action the school should take both in the short-term and long-term goals and objectives of the schools. This to is done by calling for meetings by parents as well as attending child-parent open days where a number of issues are considered and put forward by the both the parents, school management committee and the general school administration team.

4.5 Alternative measures

Table 4.8: Alternative solutions to the problems faced by private primary schools

Measures	Frequency	Percentage
Financial support from government	11	22
Transparency and accountability	10	20
Loan facilities	8	16
Clear planning with focus	8	16
Community support services	13	26
Total	**50**	**100**

Source: Primary Data

As indicated by research findings illustrated in table 4.8 above, a number pf alternative solutions were sought to be operational towards improving the school management of private primary school if implemented in the rightful ways giving due attention to the needs, interests and the positions of the different stakeholders in the process of their execution.

According to the respondents, there is need for the government to supplement on the financial needs of these private primary schools given the fact that they do supplement on their obligation of rendering services to the immediate beneficiaries as suggested by 22% of the total percentage of respondents to the study target population. Thus, government agencies should not look at these

private institutions ac competitors but rather as partners in the process of rendering education to the citizens.

To minimize the challenge of financial mismanagement, 20% of the respondents stressed out the need for school Head teachers to be as transparent as possible and being accountable to their teachers as well as the school management committees. This mechanism is meant to ensure that the little available finances are put into proper channels of use giving due regard to the priorities of the school as advised by parents and other stakeholders who are key to the success of the institution.

Besides the above mentioned alternative measures/solutions, equal percentages of 16% each of the respondents suggested the need for these private primary schools to seek for loan opportunities to supplement on their little available finances in addition to having a clear school planning authority that is driven by the variable of focus in the school. Such loans if planned for properly would be able to avail these schools an environment that is free from budgetary deficits as well as financial dilemmas ranging from payment of teacher salaries and the need to keep the institution running smoothly.

26% of the respondents suggested the need for the immediate communities who are beneficiaries for this case to be able to help and support these private primary schools with items that are within their community reach. These included availing land where the school can fully establish itself, giving their locally available yet cheap unskilled labour in the day to day management of the school as non-teaching staffs and other associated tasks/activities.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher discusses the major findings of the study as guided by the study objectives as well as the set research questions while giving his final conclusions and recommendations to the study.

5.1 Discussions

Basing on the findings of the study, it is apparent to observe that private primary schools do have a number of challenges that lye their way and does affect their normal operation in as far as their main objectives of service delivery to the immediate beneficiaries as well as other goals are concerned. These challenges basing on the findings of the study do come from both the internal weaknesses of these private primary schools and the external environment that makes it hard for them to continue being in the business while maintaining the quality of education demanded by their stakeholders.

It was discovered that the aspect of poor planning techniques though silent in these schools remains a big challenge to their overall performance since at times the school administration together with their management committees are not in positions to give the much needed leadership skills crucial to enabling the operations of the institutions to be effective as well as efficient so as not to compromise with quality assurance.

Besides the above observation, mismanagement of school funds is another obstacle to the operations of these private primary schools. Like in any other institution that deals with rendering services to the immediate beneficiaries, it becomes hard to continue availing services to the stakeholders after having diverted funds to other personal businesses. Thus, it leaves these schools with almost nothing to spend in the best interest of running the school without compromising with efficiency and effectiveness.

It is evident that since these private primary schools have to be registered with the ministry of education before given a certificate of operation, they have to comply with a number of conditions including the need to show confidence and interest in following the regular school curriculum applicable to the publicly owned and operated primary schools.

Thus, in trying to adjust to these conditions these private primary schools find themselves helpless in some situations since they are given any support from the government to help in executing and implementing the needed qualities and procedures. Henceforth, making the normal operations of these schools very difficult if not impossible to manage by both the Head teachers and their management committees.

It has been noted that the nature and description of relationship existing between private primary schools and the general community can always be conducive or at times antagonistic given the needs, interests and positions of the two parties. Research findings revealed out that where the interest of one party is ignored, then these parties are going to find it hard to cooperate on several issues affecting their operating environment. However, given the adjustment of each others' needs and interests, such antagonistic relationships can be seen ended in the most desirable manners possible.

Measures need to be put in places that are capable in enabling the private primary schools overcome the challenges that befall their operations so as to create an environmentally friendly school atmosphere that responds to the needs and interest of the various stakeholders. Thus, this has to come from a number of players ranging from governments' support services to the support of the general community on issues and components that they can offer to improve the operations of these schools.

5.2 Researcher's General Conclusion

Given the various challenges discussed above as far as the findings of the study are concerned, the researcher thinks it is the responsibility of Head teachers who run private schools to devote enough effort towards offering administrative and managerial role capable of enabling these schools to operate with a lot of ease. This is because most of the factors that challenge the operations of these private

primary schools originate from within the school environment and thus, necessitating the need to devise appropriate managerial techniques that are capable to respond to the needs and interests of their major stakeholders who are the parents who take their children to be taught.

5.3 Recommendation to the study

First and foremost, there is the need for the government to offer various support services towards the normal operations of private primary schools since they supplement on the efforts of government as far as service delivery to the immediate communities as far as education is concerned. This should take the form of availing financial support as well as manpower to these schools to help improve on their service delivery levels to the immediate communities.

Besides the above mentioned, there is an urgent need to supervision measures by the District Education Department to establish the extent to which the school operations of private businesses flourish. This will help to give a general insight of their proprietors as to whether they are in the right track or need to make some adjustments as revealed by these officials

Loan opportunities by NGOs and other Donor Agencies are very crucial and instrumental in enabling these private primary schools to have access to finances/funds that would help to supplement on their termly collections in the form of fees. This would help to finance their monthly/termly budgets as far as

buying a number of facilities towards running the school are concerned. Furthermore, the additional funds would ensure that teachers are paid in time an adequate salary/wages capable of buying their motivation and in the process, be able to give their full service towards enabling learners acquire the necessary skills and talents taught to them.

There is need for the communities to provide assistance and support to private primary schools ranging from the provision of their locally available cheap unskilled labour to the provision of land and other associated facilities/services that are in position to boost up the operations of these institutions given the fact that they are committed to bringing to them services that are instrumental towards their future development as well as career opportunities.

5.4 Areas for further Research

It is not enough to conclude that the findings of this research study are in position to give a general overview of the challenges faced by private primary schools in trying to bring education services near to the immediate communities. Further research need to be taken to find out other aspects related to their operations.

These can be in the fields of: academic performance of learners in private primary schools as compared to the public owned and operated primary school; and the nature of relationship between private primary schools with the publicly owned primary schools.

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Appendix i
Questionnaire to teachers

Dear respondent. I am, a student of Kampala International University pursuing a Degree of Education in science of Kampala International University. The purpose of this study is to seek information on the challenges that face the operation of private primary schools in Mwea division, Mbeere district as a partial fulfillment for the above mentioned degree.

Feel free therefore to give your views and opinions on this investigation since all the information given shall be treated confidential without passing them to any third party.

Your cooperation on the same within a period of two weeks shall be highly appreciated.

Profile of the Respondents (Tick where applicable)

a) Age of respondent [ ] years

b) Gender Male [ ] Female [ ]

c) Qualification: Degree [ ] Diploma [ ] Certificate [ ] Others [ ]

e) Duration in the field of teaching: 10+ years [ ] 5-10 years [ ] less that 5 years [ ]

SECTION B OF THE QUESTIONNAIRE

In the following sections, you are requested to answer the questions as precisely as possible.

Please fill in the blank and tick [ ] in the box next to the right response.

A. CURRICULUM AND INSTRUCTION

1. Are you involved in planning and organizing the school programme?

Yes [ ] No [ ]

If yes, please explain the details .....

.....

.....

.....

2. Who supervises and evaluates teachers?

a) Head teacher [ ]

b) Proprietor [ ]

c) Others (please specify).....

.....

B. STAFF PERSONNEL

3. Who employs teachers and other staff?

a) Head teacher [ ]

b) Proprietor [ ]

4. Are the staffs taken for orientation after employment?

a) Yes [ ]

b) No [ ]

C. SCHOOL-COMMUNITY RELATIONSHIP

5. Does the school call for parent's day?

a) Yes [ ]

b) No [ ]

6. Are parents involved in the day to day running of the school?

a) Yes [ ]

b) No [ ]

7. The relationship that exists between the school and the community is a harmonious one:

a) Agree [ ]

b) Strongly agree [ ]

c) Disagree [ ]

d) Strongly disagree [ ]

8. In your opinion, which of the following challenges do affect private schools most?

a) Poor management techniques [ ]

b) Lack of planning [ ]

c) Lack of finances [ ]

d) Budgetary deficits [ ]

e) Mismanagement of finances/corruption [ ]

f) Lack of vision and focus [ ]

9. As a Head teacher, what other administrative challenges have you encountered in running a private primary school? .....

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.....

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10. How do you overcome the above mentioned challenges encountered?

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.....

11. In your view, which of the following solutions could help in solving the challenges encountered by private primary schools?

a) Financial support from the government [ ]

b) Transparency and accountability [ ]

c) Loan facilities [ ]

d) Clear planning with focus [ ]

e) Community support services [ ]

Thanks for your time.

Appendix ii

Introductory Letter from the University