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## School Management and Academic Performance: A Comparison of Public and Private Schools in Wareng District, Kenya

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### **Abstract:**

*The study was carried to determine the level of variation in academic performance between public and private primary schools in Wareng District and the major possible causes of such variations. The main focus was on effectiveness of school management in supervising teachers. The study covered a total of 55 public and 17 private schools – distributed evenly among the five educational zones in the district. The figures translate to 52% and 68% of public and private schools respectively.*

*Data collection was by means of questionnaires administered to teachers and head teachers. Results on performance was collected from District Education Office. Performance in Kenya Certificate of Primary Education (K.C.P.E) was used because it is a national examination and therefore devoid of any element of bias. The duration covered three years, 2007-2009 inclusive.*

*The findings of the study revealed that despite government investing generously in public schools; private schools outshined them due to inadequate supervision and motivation among public school teachers.*

**Keywords:** School management, academic performance, comparison

### 1. The Problem and Its Scope

#### 1.1. Background

Formal education was introduced in Kenya by missionaries. The first school was established by Ludwing Kraft of Church Missionary Society at Rabai (Coast) in 1848. Later on, several other missionaries, Europeans and Asians established schools in various parts of the country. The first African independent school was established in 1901 at Guba (Taita).

Throughout colonial era, education in Kenya was racially stratified with varying curricular and different facilities for Europeans, Asians and Africans. Sentiment in the colonial government was strongly in favor of such segregation (Mbithi. P 1976).

The European and mission schools were well catered for in terms of resources and management. Their teachers were motivated and committed to work because of good working environment, high salaries among other privileges. The next were the Asian schools. Just as it was in other parts of Africa, native schools were established in remote areas, with poor structures, inadequately trained and paid teachers. Their academic achievements remained low compared to European and Asian schools (Ssekamwa. J C and Lugumba S.M.E, 2001). After independence in 1963, the government placed a lot of emphasis on education as a major tool for reducing ignorance, poverty and diseases in the country.

The curriculum was unified and a department – Kenya Institute of Education (K.I.E), was established under ministry of education. The department was charged with the responsibility of ensuring quality education in the country. However, a number of Europeans, Asians and missionary groups, opted to run their schools as private schools.

Although the government subsidized the cost of education, performance in private schools continued to outshine performance in public schools at all levels of education. To many, this variation was due to inadequate resources, low pay to teachers and poor working conditions in public schools. Teachers in public schools were therefore demoralized and not committed to work.

Kenya National Union of Teachers (KNUT) kept advocating for improved salaries cum terms and conditions of work for teachers – an effort that has seen some progress. However, given the high cost of living due to inflation, the progress is still relatively low. When the government launched Free Primary Education (FPE) in 2003, the prime aim was to reduce the burden of cost of education to parents and improve enrolment in primary schools. Indeed, public primary schools are now well equipped with books, stationery and all other facilities necessary for improvement of standards of education. However, private schools still outshine the public in performance.

### 1.2. Academic Achievement in Wareng District

Wareng is one of the 201 districts in Kenya; it is situated in the Rift Valley. It has two divisions and five education zones, with 105 public and 25 private primary schools. Most of them have all the primary grades of 1-8. Just like in other parts of the country, private schools outshine the public ones in performance.

The Kenya Certificate of Primary Education (K.C.P.E) results of 2007, ranked the top four schools in the district as in Table 1

School	Type	Percentage Score%	Position
Solace Academy	Private Day	66.40	1
Hill School	Private Boarding	62.32	2
Moi University	Semi Private	59.25	3
Nigeria Hill Academy	Private Boarding	58.62	4

Table 1: Top Four Schools in K.C.P.E 2007 – Wareng District  
Source: District Academic Recognition Magazine 2007 – Results

The table indicates that despite equipping of public schools, the private still leads.

### 1.3. Teacher's Effectiveness and Performance

A teacher is a very important person in the education system. He plays a central role at the school level, facilitating learning, planning, organizing, leading and controlling the learning process. According to J.C Aggarwal, (1995), a teacher plays the role of independent variable. Students are dependent on him in the learning process.

According to J.C, Farrant, an effective teacher establishes a conducive classroom atmosphere by means of good organization and carefully planned teaching- learning activities. The teacher uses a friendly humor and creates excellent teacher-learner relationship. He teaches in a relaxed manner with no nervousness. He exercises good class control and discipline.

To achieve effective teaching and learning, students' discipline is of paramount importance, (Musaaazi, 1986 and Wolwa, 1997).

However, there are individuals who take teaching naturally. With little or no preparation, they go to class. Due to unpreparedness, presentation of concepts is in most cases, haphazard. Hence, effective learning hardly takes place.

Scholars argue that, effective teachers know their subject matter, are enthusiastic about teaching, develop deep rather than shallow knowledge, teach from known to unknown, and are organized. The teacher plans, organizes and structures learning experience carefully, maintains high interest of students, have high regard of the students and teaches them with respect (Myoraa Polack, 2000).

### 1.4. Theoretical Aspect

Private schools seem to embrace the ideas proposed by scientific management theory. Fredrick Taylor the proponent of the Scientific Management Theory analyzed the management of work place and came up with a number of elements. Among them are determination of standards of performance. Taylor observed that prior to the scientific management, there was no one who could exactly know how much work an employee was expected to do within a specified period of time.

Since management thought, however, performance management approaches have been developed including the use of appraisal systems. Concerning evaluation, Taylor emphasized that work must be evaluated by charging the results against the objectives.

He further proposed that in organizations, workers who produced maximum output should be rewarded accordingly. This emerged from the fact that in most organizations, people were performing extremely high but they were paid very low on the guise of having uniform payment. To get over this problem, Taylor, developed the device of differential piece work where the employee should be paid according to hours he worked. This method of performance management in many cases is over looked as it encourages extrinsic motivation while neglecting intrinsic motivation.

Under the scientific management theory, the workers are seen as motivated by both economic and non-economic rewards. The economic rewards that motivate employees as put forward by Taylor include salary allowances, overtime packages and the pension scheme. The non-economic rewards however include the work itself, the nature of supervision and fringed benefits such as accommodation and medical cover scheme.

The private schools seem to have borrowed a lot from the foregoing ideas of Taylor. Although they do not pay their teachers high salaries nor attractive allowances. Instead they high their payments to the performance of individual teachers. None- the -less, most private schools give their teachers the non-economic rewards such as accommodation, meals and scholarship, -mostly in form of reduced fees to children whose parents work in the same institution.

The non- financial rewards do not involve direct payment to the teachers but they help in reducing the cost of living expenditure, which eventually enhance motivation.

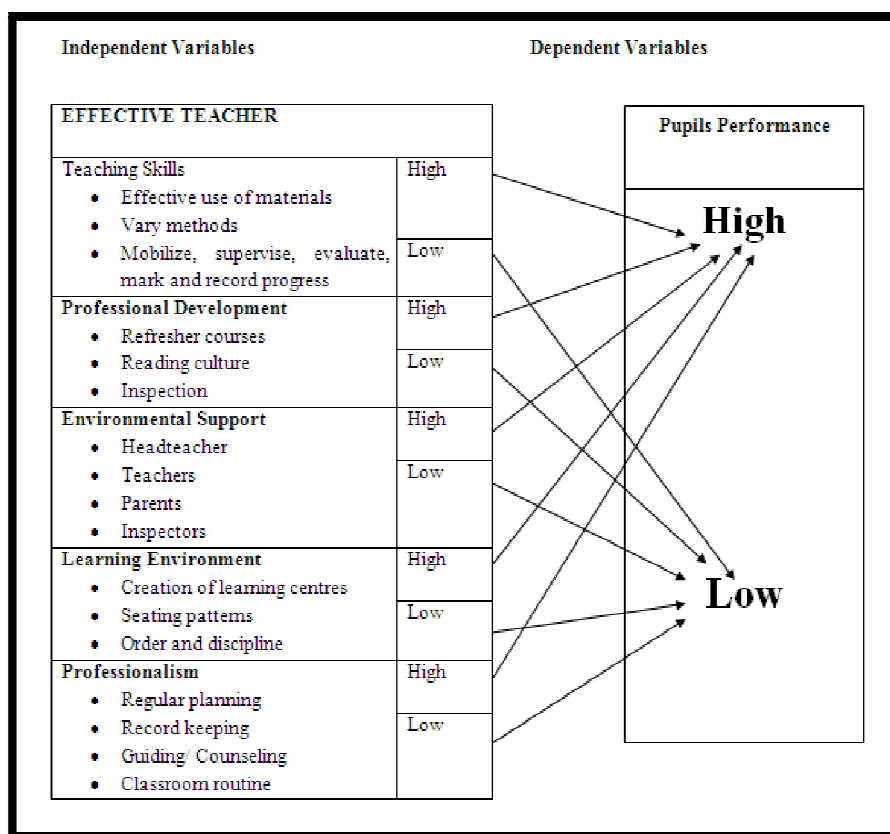


Figure 1: Conceptual Model of Teacher Effective and Pupil Performance  
Source: Teacher Service Commission Manual for Teachers

### 1.5. Statement of the Problem

Good performances in private schools have not only attracted many parents but have also left the public wondering what secret could be behind their success. Despite government investing heavily in public schools, no much in terms of performance is yet realized. Most public schools especially in urban areas are well staffed. Teachers in public school are better paid compared to those in private. The environmental condition in a number of private schools is pathetic. Some learn in very small rooms while others are taught in rooms behind shops. A recreational facility in most private schools is lacking. Despite all these variations, private schools still outshine public schools in academic achievements. The big question in the minds of many people is what could be causing the differences in performance between the two categories of schools. This research was determined to establish the factors behind better performance in private schools as compared to public schools.

### 1.6. Purpose of the Study

The purpose of the study was to compare academic achievements in private and public primary schools in Wareng District, establish factors behind differences in academic performance in private and public schools and investigate the role of school management in pupil's academic performance.

### 1.7. Research Objectives

The research was intended to specifically find out:

- The difference between private and public schools in academic performance.
- How teachers in private schools prepare and conduct their class work compared to those in public schools.
- Motivational approaches used in public and private schools
- How often teachers are supervised in public and private schools.

### 1.8. Research Questions

The research questions were as follows: -

- What is the difference between public and private schools in terms of performance?
- How do teachers in private schools prepare and conduct their class work compared to those in public schools?
- What motivational approaches are used in public and private schools?
- How often are teachers supervised in public and private schools?

### 1.9. Hypothesis

Given the fact that the government has equipped public schools with instructional materials through FPE programme and better paid teachers compared to those in private schools, the most likely cause of variation in performance between public and private primary schools revolves around supervision of teachers.

### 1.10. Scope of Research

The study examined teaching/learning conditions in both private and public primary schools in Wareng District. Results from national examinations were used. Teacher's preparation, management styles, resources and environmental conditions were also assessed. These are the main areas of education that can really cause a variation if they differ between schools. As for the time scope, the study considered situations in the schools between 2014 and 2016 inclusive.

### 1.11. Significance of the study

It is hoped that the research findings would be of importance to ministry of education policy makers and public schools. The policy makers will be able to discover skills and approaches used by private schools and hopefully organize for seminars and workshops to enlighten their teachers in public schools. The management and head teachers of public schools would be able to discover why they cannot challenge private schools academically. Ensure maximum academic results at the end of each academic year.

### 1.12. Operational Definitions of Terms

- Academic performance: the results achieved in the national examination at the end of each academic year.
- Public schools: these are schools owned by the government and are managed by ministry of education through its appointed agents and the local communities.
- Private schools: Schools owned by individuals, religious organization or companies. They are managed by either the owners or agents.
- School management: used in this study to refer to co-ordination and supervision of school teaching/learning programmes, utilization of resources and adequate supervision of teachers in particular so as to ensure good academic performance.
- TSC Teachers: these are teachers employed by Teachers Service Commission (TSC)- a state corporation charged with the responsibility of "hiring and firing" and general management of teachers on behalf of the government of Kenya.
- PTA teachers: can be trained or untrained teachers employed by parents/teacher association.
- P1 – Teachers refers to primary teacher grade one
- P2 – Primary teacher grade two
- P3 – Primary teacher grade three

## 2. Review of Related Literature

### 2.1. Introduction

One of the things that the government promised upon independence in 1963, was that it would use education to bridge the gap between the rich and the poor. This was clearly articulated in Sessional Paper No. 10 of 1965 (Education Watch, February 2006 Vol. 12:28).

The entrenchment of private school system, though desirable and democratic, has ensured that the very disparities continue to increase day by day. Despite provision of Free Primary Education (FPE) which has seen a significant increase in the provision of instructional materials in the public schools, the academic fortunes of these institutions still remain in the doldrums. Although pupils in private schools are composed of not more than 10 percent of the K.C.P.E candidates, they take up almost 60 percent of places in the best public secondary schools. (Education Watch Feb 2006 Vol 12:31)

Many hold that public primary schools have what it takes to perform well in national examinations. This is because they have trained human resource, abundant teaching and learning materials, among other issues, yet they still trail behind private schools. Ranking of schools based on national examinations, reveals that private schools dominate top brass positions both national and locally.

### 2.2. Kenya Certificate of Primary Education (K.C.P.E)

A look at K.C.P.E results for the years 2005 and 2007, reveals that, in the year 2005, the leading public primary school in Rift Valley Province was Kericho Primary, placed in 173th position nationally. In 2007, the leading school in the same province was A.I.C Cheribis in 136<sup>th</sup> position nationally.

### 2.3. Top Public Schools at Provincial Level

Province	School	Percentage Score (%)	Position in Province	Position Nationally Out of 16871
Nairobi	Moi Forces Academy	64.58	73	993
Central	Moi Nyeri Complex	75.00	29	104
Rift Valley	Kericho Primary	73.18	25	173
Nyanza	Chemelil Sugar Primary	71.74	15	226
Western	Eshakhulu Primary	66.72	44	664
Coast	Nyali Primary	69.70	25	401
Eastern	Kanyakine Primary	74.40	10	122
North Eastern	Jirabo Primary	50.60	16	1971

Table 2: Top Public Schools at Provincial Level (2005)

Source: Education Feb. 2006 Vol. 12

Province	School	Percentage Score (%)	Position in The Province	Position Nationally Out of 17092
Nairobi	Nairobi primary	68.20	55	364
Central	Kerugoya primary	73.12	27	165
Rift Valley	A.I.C Cheribis Primary	73.90	31	136
Nyanza	Victoria Primary	69.06	43	303
Western	Vokoli Primary	69.76	34	241
Coast	Amani Primary	67.58	62	392
Eastern	Chogoria Primary	69.48	26	271
North Eastern	Jirabu Primary	54.42	11	1803

Table 3: (2007)

Source: Education February – March 2008 vol 23

### 2.4. Private Schools versus Public Schools: The View of Some Kenyan Educationist

According to Sammy Bor, executive secretary – (Kenya National Union of Teachers- Uasin Gishu), large enrolments in schools have led to high pupil- teacher ratio making it difficult for teachers to cope with. (Education water Feb – March 2008, Vol 023).

However, Mukhwana Malach – Headteacher of Precious Hope Academy, claims that the matter has nothing to do with ratios.

He states: "Because of affordability, private schools mainly admit children from well off families, most of them with elite parents, who coincidentally happen to know the real value of education. Pupils in private schools are exposed through educational trips. Teachers in private schools are always with their employers who monitor their work with great scrutiny. Teachers in private schools have an average 15-17 lessons a week compared to those in public with 30-40 lessons weekly. Most pupils in public schools come from poor families where getting a meal is more of a privilege than a basic need. (Education Watch, Fe-March, 2008 Vol. 23)

### 2.5. The Power of Teacher's Voice in Student Performance

According to Sande Olocho- a research specialist in the field of social science, teachers have a huge influence on the lives of their students. He argues that the teachers' voice in particular has great influence on the ways student's process oral information and questions. This has a significant impact on the overall academic performance.

Indeed, and as held by Olocho, voice has been well utilized by traditional story tellers, distinguished political and spiritual leaders to ensure maximum effect and guaranteed attention.

In teaching, whereas it may be easy to get the students physical attention, it is a daunting task to get the learners mental attention.

Although classroom situation provides an environment where the recipient has most of the external distracters eliminated, the teacher still may not have the full attention of the learner because of internal competing distracters like day dreaming and stress.

In dichotic listening experiments (Feldman, 1994) it was established that when a listener is exposed to two different messages simultaneously in either ear, the listener ended up shadowing one message and ignoring the other. The listener paid most attention to the tonal quality of the message. Experienced and successful teachers are aware of this and heavily depend on the voice to trigger and maintain the learner's state of alertness. Teachers with a well-endowed eclectic tonology coupled with a well-endowed compendium of pedagogic language schema, are usually liked by their students and their subjects are usually well performed. It is also of interest to note that good performance by private schools' transverses across national boundaries as seen in the example below.

### 2.6. Public versus Private Schools – A Case Study of Mukono District – Kampala (Uganda)

According to John Kibet, a student in Makerere University, it's do or die affair between public and private schools. Government aided schools are finding it rough maintaining the high level of academic race. According to a head-teacher in

one of the Kampala's public schools, the effect of Universal Primary Education (UPE) weigh down most of the public schools.

He argued that the implementation of UPE has seen public schools enroll high number of pupils leading to large classes that have over-whelmed the teaching force. Consequently, performance has continued to drop. On the other hand, private schools have an edge over their counterparts as they are more organized in terms of pupil enrolment and teaching/learning facilities. These enables them to "poach" bright pupils from the public schools who end up scoring high marks in national examinations.

### 2.7. Teacher's Preparation and Conduct of Their Class Work

Many scholars attribute good performance to effectiveness and efficiency of teachers in teaching and proper utilization of material resources.

Balassi (196:13), defines teaching as a process of planning, securing materials, presenting content, guiding, discussing, giving assignment, checking work and evaluating achievement. Maxin, G.w (1995), argues that, committed teachers go out of their way to plan meaningful and enjoyable learning experiences. They spend much energy and time determining what kinds of activities has the greatest potential for success. Good teaching must be a deeply thought process, with activities planned in advance as an effort to set up a conducive environment. One of the greatest challenges in most public schools is lack of adequate and appropriate space where teachers can prepare and assess learners' class-work. Below is an example of the situations in many public schools, more so in rural, semi-arid and arid parts of country.

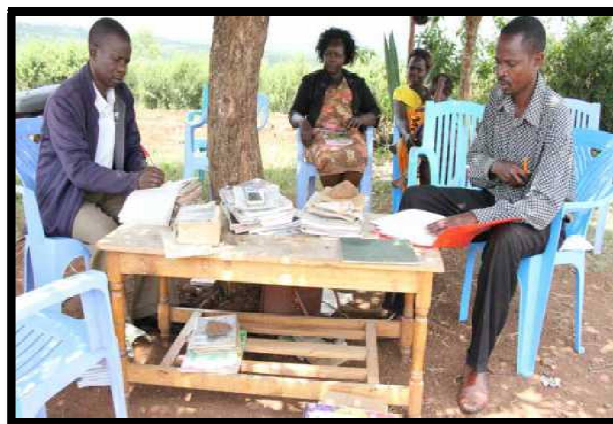


Figure 2

The picture shown above show a situation where teachers in one of the primary schools in the country are forced to handle their school-work under a tree because of lack of appropriate structures. It is a common scenario in many schools in rural areas.

Stoner and Wankel (1987.9), defines effectiveness as doing the right thing. They argue that, in the world of education, nothing can be said about effective teaching without an effective teacher. That what a teacher does, makes a significant difference in what a student learns. Teacher effectiveness is used mainly to refer to the outcome of teaching – learning process. (Anderson, 1989).

Teachers in private schools are among the most over worked and under paid professionals. The excellent results that have catapulted some schools into the national limelight are products of their tireless toil. They start preparing for their work at dawn in order to be in their stations on time as lessons begin as early as 7:00am. Less experienced compared to their counterparts in public schools, they spent countless hours in the institutions attending to the learners at the managers whims.

### 2.8. Motivation

According to Education watch 2006 Vol. 12:27), after national examination results are out, some schools treat teachers to sumptuous meals and drinks. Others sponsor teachers for trips where they can relax and enjoy. In other schools, teachers whose subjects record improved mean score receive all sorts of awards ranging from clothes to utensils or hefty cash awards. (Education watch 2008 vol. 23) It is indisputable that a well-motivated teacher will strive for improved performance. Although the motivators awarded might not always motivate teachers given the Maslow's Theory of Motivation where different individuals are at different levels of needs, the misconceived motivators work wonders among lowly remunerated teachers like those teaching in private schools. The owners of most private schools are aware of such motivations and they always utilize them- unlike those in public schools. As a result, teachers in private schools work tirelessly not only to maintain their jobs but also to improve their earnings.

In private schools, prefects are appointed on a platform of academic excellence, discipline and other leadership qualities. Prize giving days are normally organized to reward students in academic, leadership, sports and cleanliness. The picture below is an illustration of such events.



Figure 3

The picture above shows a pupil being rewarded for his outstanding performance. This is a common phenomenon in most private schools. Hence pupils who are eager for such rewards must work hard mainly in class work. Another major factor accounting for the success of private schools is the investment that the owners make. Some private school owners have invested heavily in their institutions. As such, they have put up more magnificent structures as storey classroom, libraries, and dormitories for the case of boarding private school and well-tended lawns- which are conducive environment for learning. Below is a picture of one of the well-established private schools.



Figure 4

Most of these private school's own school buses or vans. These exclusive facilities do not only attract parents who are mindful of their children's comfort at school but also tend to motivate pupils in their academic performance.

In the public schools, most structure are worn out and getting dilapidated. The government concentrates mainly in provisions of funds for instructional materials. In general, motivation in private schools is at a higher level than in public schools. Below is an example of a public school with temporary worn- out -structures.



Figure 5

The picture shows pupils seated on the floor inside an extremely worn out structure used as a classroom. There is no doubt that these pupils and their teacher are tolerating a situation which definitely hinders effective teaching/learning.

### 2.9. Motivation and Level of Human Needs

Head teachers and school committees seek ways of motivating their teachers. However, most of them seem to overlook the Maslow theory of motivation. As mentioned earlier, the theory of motivation is quite categorical on human needs.

George Jakayo—a national coordinator for school library movement and member of international association of school librarianship argues that it is important to evaluate whether the way the teachers are motivated focuses on their needs, feelings, wishes, aspirations and expectations within the professional arena. He says that unlike the non-teaching staff, teacher's performance should be influenced by the manner in which the administration and employer takes care of their interests in achieving higher order needs. Jakayo believes that teachers will be motivated by policies that promote individual and professional development and pride in the area of responsibilities. According to Patrick Birgen (editor of *Teachers Image Magazine*), a teachers' contribution is a key to successful attainment of desired educational outcomes. A responsive, committed and energetic teaching service whose principal task is to provide the nation with a well-educated population demands a contented and motivated teaching force. He argues that teachers' confidence is to a large extent derived from a management that allows one to carry out their duties effectively and is devoid of administrative hiccups. Indeed, effective teacher management must occur at the school level. The head teacher as a professional leader can be a powerful influence on teacher performance.

### 2.10. Supervision in Private and Public Schools

Managers of private schools argue that supervision in private schools is more effective than in public schools. According to *Education Watch* 2006 vol. 019. Teachers in boarding private schools spent considerable time talking to and intermingling with pupils during prep time to ensure that appropriate advice is given when required. Generally, time management is taken seriously. Mr. Mukhwana, Head teacher Precious Hope Academy in *Education Watch* (2008) Vol. 23, attributes good performance in private schools to commitment and time management.

However, close observation shows that tough teachers in public schools are better paid compared to those in private, their perks are not pegged on good performance, causing a complacency, laxity and "I don't care" attitude. There is lack of follow up by education officers. Trade unions make it difficult for government officials to enforce disciplinary measures against teachers who fail to meet the required standards. In private schools, you either perform as per the required standards or you are fired. Mr. Lubang'a – a retired public teacher and now heading a private school- Jase Academy, in *Education Watch* (2008) vol. 23, says that it is only performance that makes a teacher remain in a private school. Teachers and managers from public schools complain that the Free Primary Education programme has compromised the standards of teaching due to high enrolment. However, on the same note, managers of private schools say the issue of high enrolment and teacher-pupil ratios, has nothing to do with performance and claim that the matter lies on the teaching staff attitudes, commitment and time management.

This research was carried out to determine what exactly causes the variation in academic performance between public and private primary schools.



### 3. Methodology

#### 3.1. Research Design

The design used was majorly descriptive survey research, using both qualitative and quantitative approaches. It aimed at establishing and analyzing managerial approaches applied in both public and private primary schools. The secondary data was gathered from published reports, books magazines and bulletins as per the literature highlighted in the second chapter of this report and it helped in collection of primary data. The main method used in data collection was by use of questionnaires.

#### 3.2. Study Population

The study was based on the performance of standard eight pupils in Kenya Certificate of Primary Education (K.C.P.E) in Wareng District.

The duration covered the years 2007-2009. K.C.P.E performance was chosen as a standard measure in performance between public and primary schools because it is a national exam and therefore not biased.

#### 3.3. Sample Size

Two sample methods were used, cluster and stratified sampling. The district is sub divided into five educational zones. Each zone therefore was taken to be a cluster. The study covered four private schools in each zone except Cheptiret zone where there was no private school that presented candidates for national examination. To ensure their participation only two of their young private schools were involved.

In total 17 private schools were covered. These translate to 68% of all the private schools in the district.

In the category of public schools, Cheptiret, Kesses and Kapsaret Zone had 12 schools covered in each while Tulwet and Timboroa had 9 and 10 respectively. In total, 55 schools were covered. This translates to 52% of all the public primary schools in the district.

#### 3.4. Sampling Procedure

As indicated under documentary sources; performance records for all the schools were obtained from the educational offices. These are records compiled by education officers and are believed to be reliable. The questionnaires were administered to teachers and head teachers of the selected public and private schools.

#### 3.5. Research Instruments

Two research methods were used. Documentary sources and questionnaire

#### 3.6. Documentation

As stated under research design, documents such as books, reports, magazines and bulletins were used to obtain secondary data. These helped in guiding primary data collection. Data on performance was obtained from zonal and district education offices.

##### 3.6.1. Questionnaire

Questionnaires were used to collect data from respondents. The questionnaires were designed to cover exhaustively among other aspects the main variables notability performance, teacher's preparation, motivation and supervision. To ensure that the respondent gave sincere information, they were not required to identify themselves nor their schools. Instead the researcher designed his own coding to help identify the school of each respondent.

School Category	Teachers Preparation and Conduct of Class Work	Academic Motivational Approaches	Supervision by the School Management	Average
Public	59.70	64.18	57.62	60.50
Private	80.75	78.46	81.51	80.24

Table 4: Management summary code

From Table 4 it is clear that private schools are ahead of their counterparts in the public schools in all the three areas that were tested under school management. In average the private schools were ahead by 19.74%.

#### 3.7. Validity and Reliability

In order to ensure the validity of the instrument and the procedure, an advice was sort from experts. The experts were to ascertain or otherwise advice so as to ensure that the research instrument was accurate, correct, true and meaningful. After their judgment on each item, adjustments were made based on their advice.

A pretesting of the instrument was done in three different schools. Their response was assessed before final adjustments were done. Thereafter a final instrument was produced for data collection.

#### 3.8. Testing For Reliability of the Research Instruments

To obtain the correction coefficient for calculating the reliability of the research instrument the average scores obtained in all the items tested under school management as in Table 4 were used along with the average scores in KCPE

performance for 2009. For purposes of clarity and simplicity the average score in both school management and academic performance for public and private schools were obtained separately and applied.

School Category	School Summary		Academic performance		
N	X	XZ	Y	YZ	XY
Public	60.05	3606.00	52.88	2796.27	3175.44
Private	80.24	6438.46	60.32	3638.50	4840.08
Sum	140.29	10044.46	113.20	6434.77	8015.52

Table 5: Calculation of Correlation Coefficient

$$\begin{aligned}
 \text{Correlation coefficient}(r) &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} - \sqrt{N \sum Y^2 - (\sum Y)^2}} \\
 &= \frac{2(8015.52) - 140.29 \times 113.2}{\sqrt{2(10044.46) - 140.29^2} - \sqrt{2(6434.79) - 113.2^2}} \\
 &= \frac{16031.4 - 15880.83}{\sqrt{20088.92 - 19681.28} - \sqrt{12869.58 - 12814.24}} \\
 &= \frac{150.21}{\sqrt{407.64} - \sqrt{55.34}} \\
 &= \frac{150.21}{20.19 - 7.44} \\
 &= \frac{150.21}{12.75} \\
 &= 11.78
 \end{aligned}$$

Calculating reliability estimate using (rpmbactosalph)

$$\begin{aligned}
 &= 11.78 \\
 &= \frac{20.19 - 7.44}{1 + 11.78} \\
 &= 0.92
 \end{aligned}$$

Therefore, the reliability estimate of the research instrument is equal to 0.92 this indicates that the instruments are highly reliable.

### 3.9. Data gathering Procedure

As indicated under documentary sources, performance records of the schools were obtained from the educational offices. These are records compiled by education officers and are believed to be reliable. The questionnaires were administered to teachers and head teachers of the selected private and public schools.

### 3.10. Data Analysis

After all the data had been assembled, questionnaires that had many unfilled parts or errors were excluded in the analysis.

The assembled data was analyzed, summarized and subjected to statistical analysis using the Statistical Packages for Social Science (SPSS) software. The data was described using pie charts, percentages and bar graphs.

To ensure reliability, the instrument was administered to long term experienced teachers and school administrators. Data on performance was obtained from educational offices and was based on national examination (KCPE) for three consecutive years; 2007-2009 inclusive.

### 3.11. Limitation of the Study

Given the fact that, naturally most people and institutions prefer to portray the positive part of themselves, it is most likely that the responses provided might be slightly above the reality on the ground. However, to minimize such bias, the questionnaires were administered to the head teachers and teachers of each institution separately but simultaneously

without prior notice. The purpose of choosing this approach was to avoid a situation where the headteacher and the teachers converge to discuss the items and make a common response which would otherwise compromise the truth.

#### 4. Presentation, analysis and interpretation of the data

##### 4.1. Introduction

This chapter presents analysis and interpretation of the research results. Data was collected from 17 private and 55 public primary schools. These represents 68.5% and 52% respectively, out of the 17 private schools, six are boarding while 11 are day schools. In the category of public schools, four of them are boarding and the rest are day schools. The total number of respondents that participated in the category of public schools were 392 out of 840 teachers in public schools they were 127 out of 200.

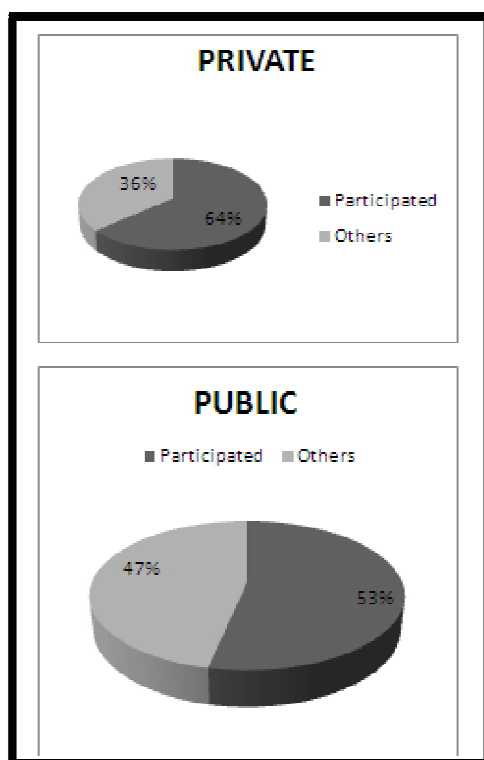


Figure 6

The first part presents information on the respondent's background while the second part presents results in line with the research questions and objectives.

The qualitative statistics of the study are also presented, analyzed and interpreted.

##### 4.2. Respondent's Background Information

The researcher explored the respondents background because it has got implications to the results of the study. The gender, portfolio, experience and academic levels of the respondents that participated are presented in the

Gender	Public Schools		Private Schools	
	Frequency	Percentage	Frequency	Percentage
Male	46	38	71	56
Female	244	62	56	44
<b>Total</b>	<b>392</b>	<b>100</b>	<b>127</b>	<b>100</b>

Table 6: Gender Distribution of the Respondents in the Schools

From Table 6, most of the respondents were female teachers; 244 (62%). The male teachers were 148 (38%). In the private schools that were selected for the study, male teachers were more than female teachers. The researcher was interested in establishing the distribution of the respondents. The aim was to ensure that the views of both classroom teachers and those in school administration were taken into consideration. The results are presented in Table 7.

Category	Public Frequency	Percentage	Private	Percentage
Headteachers	46	12	14	11
Deputy H/Teachers	9	2	3	2
Classroom teachers	337	86	110	87
Total	392	100	127	100

Table 7: Distribution of Respondents by Portfolio

In Table 7 it is indicated that the study involved different categories of respondents in both public and private primary schools.

The majority of them were classroom teachers 86% and 87% in public and private respectively. The proportions of the administrator respondents in both public and private schools were relatively the same, that is 12% and 11% head-teachers and 25 deputy head-teachers in both.

This made it possible to gather adequately the views of the majority of teachers in the schools selected.

The management experience of the head-teachers was determined. This was meant to determine the magnitude of the reliability of the research findings as long-term experienced teachers would give a more reliable report. The results are shown on Table 8.

Duration (Years)	Public Schools Frequency	Percentage	Private Schools' Frequency	Percentage
0-5	9	16%	5	29%
6-10	11	20%	1	6%
11-15	16	29%	2	12%
16+	19	35%	9	53%
Total	55	100%	17	100%

Table 8: The Management Experience of the School Administrators

The information on Table 8 above shows that in both public and private primary schools, a good proportion of the head teachers and deputy head teachers have management experience of over 16 years. This means that most of the administrators in public schools are those who have been in the teaching profession for a long period of time while those heading private schools could be those who have retired from public schools. However, there is a significant contrast in the proportion of those falling within the lower cadre (0-5). While it forms the minority group (16%) in the public schools, it is the second largest group in private schools. Interaction with some of them during data collection sessions showed that a good number of them are unemployed college leavers – who are still waiting to be employed by the government while some have opted for private institutions. The researcher attempted to establish the academic qualifications of the respondents. The results are given on Table 9

Category	Public Schools		Private Schools	
	Frequency	Percentage	Frequency	Percentage
Primary teachers' certificate	296	76	112	88
Diploma Certificate	37	9	9	7
Degree Certificate	52	13	6	5
Masters	7	2	0	0
Total	392	100	127	100

Table 9: Academic Qualification of the Respondents

From Table 9 most of the respondents in the area of study had sub-degree qualification with the majority (76%) and (88%) in public and private schools respectively falling below diploma level. It also indicates that the proportion of graduate teachers is higher in public schools compared to those in private schools. The findings confirmed the actual situation on the ground- where most of the young teachers – both classroom and administrators are in pursue of degree through in service self-sponsored programme in various universities in East Africa.

The researcher was interested in determining the academic qualifications of the school head teachers. The results are shown on Table 10.

Category	Public Schools		Private Schools	
	Frequency	Percentage	Frequency	Percentage
Primary Teacher Certificate	29	53%	12	71%
Diploma	9	16%	3	18%
B. Degree	13	24%	2	12%
Masters	4	7%	0	0
Total	55	100%	17	100%

Table 10: Academic Qualification of the School Head Teachers

Table 10 above indicates that majority of the head-teachers of most private schools had sub degree qualification. Those with degree in private schools were only two with bachelor of education degree compared to 17 in public whom four had master's degree.

The researcher was also interested in comparing remuneration for teachers in the public schools with those in private schools. The result is given in Table 11.

Basic Salary (Kshs)	Public Schools		Private Schools	
	Frequencies	Percentage	Frequencies	Percentage
Less than 5000	0	0	48	38%
5001-10,000	0	0	37	29%
10,000 -15,000	321	82%	37	18%
15,000-20,000	37	9%	12	9%
Above 20,000	34	9%	7	6%
Total	392	100%	127	100%

Table 11: Remuneration (Basic Salary) for Teachers in Primary Schools

The information on Table 11 above shows that none of the government teachers in the primary schools earn basic salaries less than kshs. 10,000. Most of them hold Primary Teachers Certificate, hence they fall in the category of 10,000-15,000 as agreed and signed between KNUT and the government in July 2006.

In the private schools, most of the teachers are paid basic salary less than ksh 10,000 with the majority group earning below kshs. 5,000.

However, it was found out that there are many forms of rewards in private schools that can act as supplementary to better pay.

Finally, the researcher was interested in determining the average enrolment per grade and the pupil teacher ratio in both categories of schools. The findings are as shown in the Table 12

	Public Schools		Private Schools	
	Urban schools	Rural school	Urban school	Rural schools
Average enrolment per grade	39	28	33	18
Pupil /teacher ratio	38:1	24:1	19:1	16:1

Table 12: Average Enrolment per Grade and Pupil/Teacher Ratios

The information on the Table 12 above indicates that the average enrolment in public primary schools is higher in urban areas compared to rural areas: - 39 and 28 pupils per grade respectively.

Similar trends seem to prevail in private schools in that the average enrolment ratio per grade is higher in private schools situated in urban areas compared to those in rural: 33 and 18 respectively. The pupil/teacher ratio is again high in urban compared to rural, 19:1 and 16:1 respectively.

The findings show that there are no overcrowded classrooms in public schools except where classrooms were lacking. Even in such cases there were adequate staffing hence classrooms could be improvised.

## 5. Analysis of the Responses to the Research Questions

### 5.1. Research Question One

From the first objective of the study, research question one was derived. The research question stated: What is the difference between public and private primary schools in terms of performance.

To obtain an answer to this question, performance records for the schools in the five zones were obtained from the educational office at the district level. An analysis of Kenya Certified Primary Educational results for the three years 2007, 2008 and 2009 was carried out per zone and finally per district. However, Cheptiret zone had no private schools. The findings are as illustrated in tables 4.8.

### 5.2. Top Five Schools in K.C.P.E Performance at Zone Level

	2007		2008		2009	
	School	Percentage	School	Percentage	School	Percentage
1.	Solale (Private)	70.80	Solance	73.39	Solance	66.4
2.	Ngeria Hill (Private)	65.89	Ngeria Hill	65.52	Ngeria Hill	65.1
3.	Moi University (Semi)	61.14	Moi Univ	60.29	Moi Univ.	62.3
4.	Belakenya (Public)	55.38	Songolet (Public)	56.72	Belesenga	55.5
5.	Cheboiwo (Public)	54.8	Belakenya (Public)	56.08	Ruman	53.6

Table 13: Kesses Zone

Table 13 shows that in Kesses zone, public schools featured in the 3<sup>rd</sup> and 4<sup>th</sup> positions in 2007 and 2008 while there was none among top five in 2009.

The general impression is that private schools performed better than public schools in the three years consecutively.

	2007		2008		2009	
	School	Percentage	School	Percentage	School	Percentage
1.	Disney (Private)	70.26	Hill school	64.86	Hill school	68.4
2.	Hill School (Private)	67.56	Disney	64.12	Disney	62.8
3.	Tartar (Private)	61.59	Patrician	62.82	Tartar	61.7
4.	Kermetio (Private)	59.15	Tartar	62.04	Patrician	60.9
5.	Korimat (Public)	53.49	Ngara Fall	57.31	Kermetio	56.8

Table 14: Kaperset Zone

Table 14 shows that in Kaperset zone there was only one public school that featured among top five (5<sup>th</sup> position) in 2007, the rest were private schools for the three years.

	2007		2008		2009	
	School	Percentage	School	Percentage	School	Percentage
1.	Sambu (Private)	60.90	Asurnet (Private)	60.56	Kibadja	64.7
2.	Asurueti (Private)	58.58	Barakeiwo (Private)	60.45	Barekeiwo	62.1
3.	Tulwet (Public)	58.33	Kibadja (Private)	60.44	Asururiet	60.8
4.	Kapilat (Public)	56.01	Cheboror (Public)	57.31	Kormaet (Public)	57.2
5.	Kormaet (Private)	55.50	Tulwet (Public)	53.68	Sambu	56.9

Table 15: Tulwet Zone

Table 15 shows that public schools featured among top five schools in the three years. This is a zone situated in the interior part of the district; hence there were no many private schools.

	2007		2008		2009	
	School	Percentage	School	Percentage	School	Percentage
1.	Saruge (Private)	65.5	Nabkoi (Private)	60.56	Kibadja	64.7
2.	Nabkoi (Public)	64.9	St. Patrick	60.45	Barkeiyo	62.1
3.	Boror (Public)	60.2	Saonge (Private)	63.7	Saonge	64.8
4.	Toror (Public)	58.2	Kiptenga (Public)	54.1	Nabkoi	64.1
5.	Kiptenga (Public)	57.3	Tarakwa (Public)	53.7	Kiptenga	58.4

Table 16: Timboroa Zone

Figure 16 Displays the performance of top five schools in another zone not only situated in the interior part of the district but was also heavily affected by post-election violence of 2007/2008.

The zone has several public schools featuring among top five, though the number went down in 2009. It was found out during data collection that most schools both public and private were scandalized during the post-election violence, and recovery is in process hence the reason for low performance.

	2007		2008		2009	
	School	Percentage	School	Percentage	School	Percentage
	Solace (Prv)	70.80	Hill sch(Pvt)	67.81	Hill school	68.44
	Disteny	70.26	Solale	67.39	St. Patrick	67.21
	Hill-school	67.6	Nabkoi boys	67.13	Solale	66.43
	Ngeria	65.89	St. Patrick	66.40	Ngeria Hill	65.18
	Samge	65.45	Ngeria Hill	65.52	Sarage	64.81
	Nabkoi Boys(Pub)	64.91	Disney land	64.12	Kibadja	64.76
	Tartar (Prv)	61.59	Sange	63.66	Disney	62.84
	Moi Univ	61.14	Patricia	62.82	Barakeino	62.15
	Sambul (Prv)	60.90	Tartar	62.04	Tartar	61.73
	Kerita (Pub)	59.81	Asuret	60.56	Patrician	60.90

Table 17: Top 10 at District Level

The information on Table 17 shows that in the year 2007, the only public schools that featured among top ten schools in the district were Nabkoi (6<sup>th</sup>) and Kerita (10<sup>th</sup>). In 2008 the same Nabkoi featured in 3<sup>rd</sup> position and as the only public school among top 10.

The results show that, generally private schools were better than public schools in the district for the three years.

In 2009, all the top ten positions in the district were taken by private schools. Performance in the five zones were summarized and presented in form of bar graphs as shown in figure 4.1

### 5.3. K.C.P.E Performance (2007)

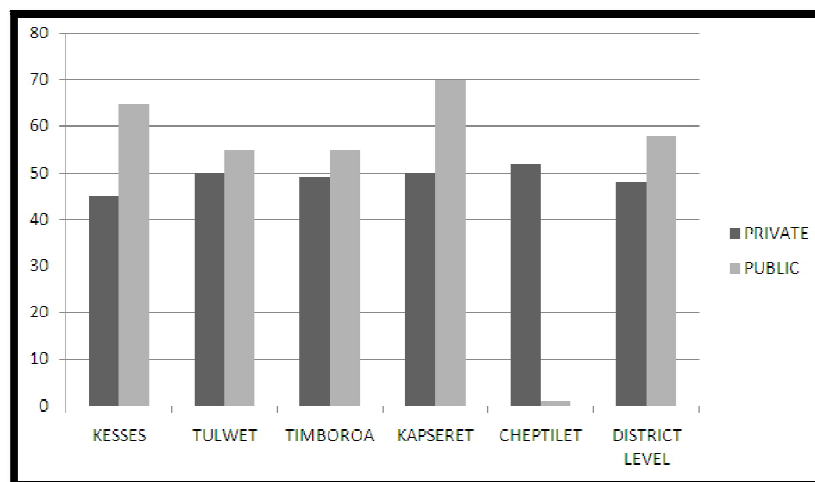


Figure 7: A Comparison of Zonal Performance

		Kesses	Tulwet	Timboroa	Kapseret	Cheptilet	District level
2007	Public	45.67	51.58	50.17	51.09	52.10	50.12
	Private	63.49	54.78	54.54	68.67	0	59.12
	Variation	17.85	3.2	4.37	17.58	0	9.00
2008	Public	51.55	53.01	46.6	52.1	56.8	52.41
	Private	63.85	55.42	52.85	64.92	0	59.26
	Variation	12.3	2.41	4.25	12.82	0	6.85
2009	Public	54.06	52.18	47.55	56.41	54.22	52.88
	Private	58.80	58.14	56.33	68.01	0	60.32
	Variation	4.74	5.96	8.78	11.60	0	7.44

Table 18: Performance Summary Code for 2007-2009

From figure 4.1 shows that in 2007, private schools performed much better compared to public schools. In Kesses Zone, private schools were ahead of public school by 17.82% in the neighbouring zone, Tulwet, private schools outshined public schools by 3.2%. In Timboroa, similar trend was witnessed. Private schools were ahead of public one by 4.37%.

Similarly, to Kapseret zone where private schools outshined public schools by 12.58%. As indicated earlier Cheptiret Zone had no private schools that presented candidates for K.C.P.E that year. However, the public schools had a mean percentage of 52.10%.

At the district level, private schools had a total mean percentage of 50.12%. This gives a variation gap of 9.00%. Similar trends were noticed in the year 2008, 2009 as seen in the summary table (Table 18).

Given the foregoing findings, it is clear that private schools outshine the public ones. But what is it that should be in the teacher that can cause good performance? According to teachers' image 2004 Vol. 7:6 teacher training colleges prepare teacher trainee to acquire knowledge, skills and attitudes necessary for educating learners. Their functions involve classroom teaching, preparation of lesson notes, schemes of work, pupil assessment report, development and organization of teaching/learning materials, guiding and counseling, organizing of curricular activities and general management of schools.

Those teachers must possess all the necessary knowledge, skills and attitudes and be ready to impart the same to learners if they have to produce good results. The foregoing is in line with the statement of Aggrawal, (1995) who stated that the teaching is an important part of education process. Its special function is to impart knowledge, develop understanding and skills... teaching is the complex process of guiding the learners through a variety of selected experiences towards the attainment of appropriate goals, (Aggrawal 1995). According to Fontana (1993), successful teachers have what are often referred to as desirable professional attitudes. This means that they have positive attitudes towards responsibility and hard work for good outcome.

According to W.M. Manda, (2001) argues that deficiency in performance is as a result of deficiency in skills, knowledge and attitude. As regard to attitude, he states that the teachers' attitude towards teaching is very imperative for those who train to be teachers because teachers do not deal with objects... but they work with young hearts and minds. In other related reports the Teachers Service Commission (TSC) in collaboration with ministry of education, attempted to introduce performance contract for teachers in 2006, just the way other ministries introduced for their employees. The primary objective was to hold teachers accountable for the learning achievements of their pupils.

The TSC and ministry of education had noted that private schools where teachers are poorly paid were able to produce attractive performance simply because their employers insisted on excellent outcome for one to retain the job. That teachers in public schools were working with a lot of laxity and absenteeism among other weaknesses, compromised the quality of service delivery, hence the poor performance. The move had good intention but the Kenya National Union of Teachers (KNUT) argued bitterly against it and finally had it withdrawn.

#### 5.4. Research Question Two

From the second objective of the study, research question two was derived. The question stated: How do teachers in private schools prepare and conduct their class work compared to those in public schools? To get answers to this question, four items were presented to the respondents. They were asked to comment on how teachers in private and public schools ensure effective and efficient syllabus coverage and whether schemes of work, lesson plans and pupils progress records are prepared and used to improve learning.

The second was to comment on whether teachers spent long hours teaching and assessing their pupils. The third was how pupils are prepared for learning in terms of creating warm classroom relationship and if teachers are appraisable to their pupils. The final was on provision of instructional materials and classroom arrangement in general. The four items above corresponds to the first four questions in the questionnaire. The respondents were to comment by choosing one of the five code presented which ranged from strongly agree to strongly disagree. In analyzing, the five codes were denoted with percentages as shown on Table 19.

Comment	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
Percentage range	81-100	61-80	41-60	21-40	0-20
Average percentage used	90	70	50	30	10

Table 19

After working out the averages of the responses to the four items presented, the scores were summarized and presented in form of bar graphs as shown in Figure 8.

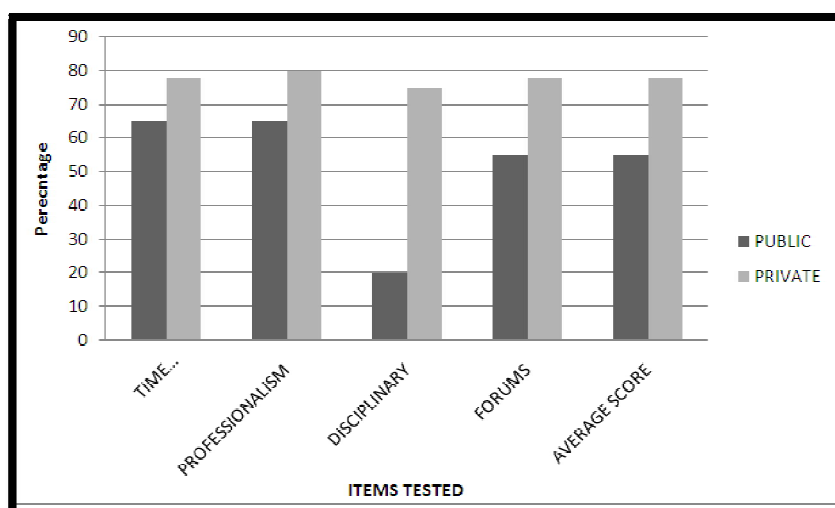


Figure 8: Preparation and conduct of class work

Zones	Syllabus Coverage	Assessment of Pupils	Learning Climate	Instructional Material	Average Score
Public	58.0	57.9	58.60	64.30	59.7
Private	81.25	84.40	83.75	73.50	80.75

Table 20

From the presentation, it is clear that, teachers in private primary schools outshine teachers in public primary schools in terms of preparation and conduct of classroom work.

A summary of responses to research question two, indicates that teachers in private primary schools outshine their colleagues in the public schools by 21.05%.

From the study administered it was found out that teachers in private schools prepare more adequately before attending class as compared to those in public school. They also ensure syllabus coverage in good time, organize appropriate teaching/learning material and promote warm learning atmosphere. In contrast, their colleagues in public school's work with laxity in all the above.

In the four items presented, the only area where the two were close to one another was in item four (provision of instructional material). This was not a surprise because as stated earlier, the government allocates funds to all public schools towards purchase of the same. In average private schools scored 80.75% ahead of their counterparts in public with 57.70%, giving a variation gap of 21.05%. This implies that the more a teacher prepares, the better service he will



deliver and the better the performance will be. In essence teacher's preparation before teaching has impact on the performance.

Indeed, teacher's preparation is not a debatable issue. Teachers service commission, emphasizes teacher's professionalism.

From the findings, teachers in public schools, unlike their colleagues in private schools are reluctant to do effectively all that pertains to the profession. The above findings are in line with Edward Ezewu, (2000) that teaching is a process of planning, securing materials, presenting content, asking and answering questions, giving assignment, checking work and evaluating achievements.

Similarly, Silverman (1996) expressed the nature of teaching in these words: "to be sure teaching like the practice of medicine is very much an art that calls for exercise of talent and creativity... it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved"

According to J.S Farant (1993), a good teacher establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching activities, creates specific kinds of climate settings of different lessons, uses friendly humour and creates excellent teacher- pupil relations, he uses pupils ideas, gives praises generously to pupils... includes a variety of children activities in the lesson, he does not overreact to children's behaviour but uses appropriate punishment.

From the findings of the current study and the findings of other, scholars, it is made clear by the results that the teachers' preparation is a necessary component in teaching service. That the preparation has direct impact on performance.

### 5.5. Research Question Three

From the third objective of the study, research question three was derived. The question sort to establish the nature and magnitude of motivational approaches used in primary schools.

To obtain comprehensive information about it four items were presented to the respondents to comment about. The first was on whether the school management supports staff innovations, career development and in accomplishment of school goals.

The second was whether teachers and pupils who perform well in various parts of the school curriculum are often rewarded either in form of gifts or promotions.

The third was on whether educational facilities in terms of classrooms, structures and furniture for both pupils and teachers are adequate and appropriate.

The final was on whether school educational tours, competition and other forms of academic exposure are usually organized in their schools to explore and motivate pupils to work hard. The four items correspond to questions five to eight in the research questionnaire. The responses were analyzed based on the motivate pupils to work hard.

The four items correspond to questions five to eight in the research questionnaire. The responses were analyzed based on the criteria presented in Table 19. The findings were presented in form of bar graphs as shown in Figure 9.

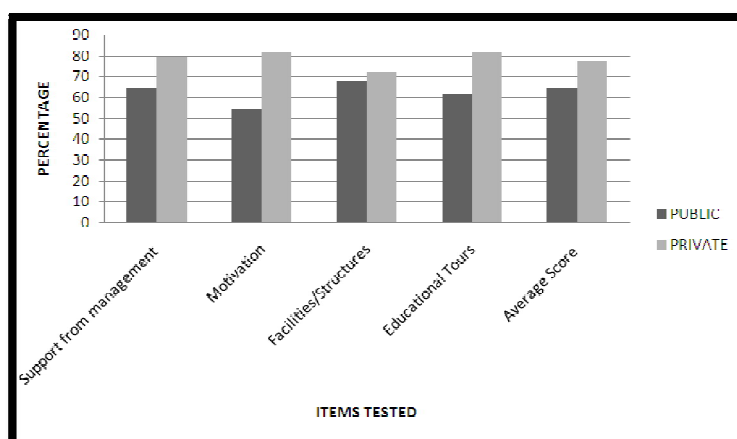


Figure 9: Bar Motivational Approaches

	Support from Management	Academic Motivation	Facilities and Structures	Educational Tours	Average Score
Public	64.30	55.70	68.90	61.80	64.18
Private	80.0	81.30	71.30	81.25	78.46

Table 21

The information presented in Figure 9, shows that public primary schools' trucks behind the private schools in most aspects of it. However, the two categories seem to be close to each other in availability of educational facilities.

In summary, the two categories of schools scored 78.46% and 64.18% private and public schools respectively. These gives a variation gap of 14.28%, with this difference and the fact that private schools outshined the public ones, it then implies that motivation plays an essential role in improvement of performance.

The findings of the current study are related to the findings of J.O Ndagi et al (1990) who argued that production of highly motivated teachers means that teachers' colleges must produce people who will be proud to be teachers, those who like children and their job as teachers. Teachers colleges should educate their students to become conscientious teachers. Indeed, those who teach conscientiously do not need to be supervised. They do things they should do so because they feel it is right to do, not because someone is watching them. As mentioned in the second chapter of this report, the researcher found that a number of schools, particularly the private, motivate. These rewards have been found to work miracles for the lowly paid teachers like those in private schools. Given the impact of motivation, management of schools ought to identify the most appropriate ways of motivating their teachers.

#### 5.6. Research Question Four

From the fourth objective of the study, research question four was derived. To get an answer to the question, four items were presented to the respondents. In the first item the respondents were asked to comment if teachers arrive in time for work and attend to all lessons and other school programs as required.

The second item required the respondents to say if teachers' professional documents like-schemes of work and lesson plans are always checked by the school administration.

The third item required them to comment on disciplinary actions taken by employer against teachers who fail to meet standards expected of them in service delivery and performance.

The fourth and final item sort to establish if school management creates forums for communication with teachers. The respondents' responses were analyzed and the outcome were summarized and presented in figure 4.4.

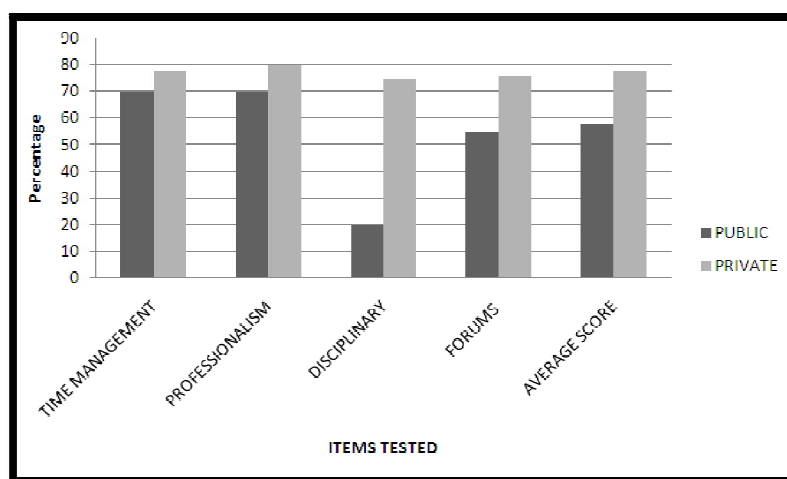


Figure 10: School Management

Time management	Professionalism	Disciplinary	Forums	Average score
68.90	67.10	24.6	56.4	57.62
81.25	82.50	78.8	80	81.51

Table 22

The information presented in Figure 10 shows that private schools outshine public schools in all the items presented for comments.

The information presented in Figure 10 shows that private schools outshine public schools in all the items present for comments.

The biggest difference is seen in item three. This item sort to establish disciplinary action taken against teachers who fail to meet standards set either by the school management or the employer. The responses as shown, indicates that there is hardly any disciplinary action against teachers in public schools. In overall, the private schools are much better supervised by their management (81.51%) compared to public school; (57.62), their variation range is 23.89%

The findings of this study are in line with the Theory of Human Management in organizations. Douglas Mc Gregor (1960, 1966) has proposed two theories, management of people to achieve organizational goals. The basic assumption of theory x includes the following.

#### Theory x

- The average human being has inherent dislike for work and will avoid it if he can.
- Because of this characteristic, most people must be coerced, controlled, directed and threatened with punishment so that they work towards the organizational goals.
- The average human being prefers to be directed, prefers security and avoids responsibility.

#### Theory y

- Physical work and mental work are as natural as play if they are satisfying.
- Man will exercise self-directed and self-control towards organizations goals if he is committed to them.
- Commitment is a function of rewards. The best rewards are satisfaction of ego and self-actualization.

In another related findings, H.C. Lindgen, (1976), writes that teaching is a highly exposed affair, where every teacher operates under the direct scrutiny of the students in his classrooms, as well as the direct observation of administrators, communities and parents.

The findings also agree with the arguments put forward by Mukhwan Malach headteacher of Precious Hope Academy that in private schools' teachers perform well because they are always with their employees, who monitor their work with great scrutiny.

Taking a light view of the supervision in public schools, the findings of the study shows that adequate supervision in these schools (public) is wanting. Just like in private schools, the most immediate supervisor in public schools is the head teacher. Unlike in private schools where the supervisor could be the employer or with the employer, the supervisor and the employer in public schools know one another at most through records.

In between the employer and the school supervisor (headteacher) are employer's agents (education officers) who happen to have their own weakness, a weakness common to, most civil servants.

This has demoralized teachers and their supervisors, hence work with laxity, and absenteeism as they invest in business to meet their financial needs. As revealed by the findings of this study, discipline in public schools against un performing teachers is hardly administered.

One of the contributing factors to this challenge is the role of trade unions. Kenya National Union of Teachers (KNUT) in particular is one of the most vocal trade unions in the country. It has been so vocal that the government has not been able to implement some of its intentions concerning teachers- that are perceived by the union to be going against the wishes of its members. The same union has not only established its strength to the grassroots levels, but it has also influence in almost every matter related to education- including disciplinary action against any strayed teachers. With this kind of advocacy, couple with lack of performance contract, teachers in public schools see no threat working with complacency.

## 6. Findings, Conclusion, Recommendations

This chapter presents the findings of the study, the conclusion based on the findings and some recommendations. The results are presented in line with the specific research questions that guided the study.

### 6.1. Findings

The first research question was derived from the first objective of the study.

It stated: What is the difference between public and private schools in terms of performance?

The study found out that private school performed better than public schools in the three years (2007-2009) consecutively- in all the zones.

Public schools in the district are relatively well staffed with pupil teacher urban areas and 24:1 in rural areas in average pupil teacher ratio in the district was 31:1

In terms of instructional materials and other educational equipments the study found out that the two categories of schools are fairly equipped.

In terms of service delivery, the study found out that teachers in private schools work tirelessly from early in the morning to late in the evening in order to produce attractive academic results as a prerequisite for retaining the job.

Those in public schools work with some laxity as there is no strict supervision nor punishment against none performers.

The second question that guided the study was derived from the second objective of the study. The question stated: - how do teachers in private schools prepare and conduct their class-work compared to those in public schools. To address this question four items were presented to the respondents to comment on. (Item one to four in the questionnaire).

The study found out that teachers in private schools prepare more adequately compared to those in public schools. The main areas that were examined were: syllabus coverage, assessment of pupils learning climate and provision of instructional materials. Except in the later, public schools trucked behind private schools in all the rest as shown in Figure 8. The third question was derived from the third objective of the study. The question asked what motivational approaches are used in public and private school. The question was addressed using items five to item eight in the research instrument.

The study found out that private schools outshined public ones in the four items tested although with a small gap in the area of facilities and structures. (Figure 9).

The study revealed that private schools motivate their teachers with items ranging from house equipment to finance. In some cases, teacher who produced excellent academic results were awarded domestic animals. In some cases, parties and tours were organized. These were accompanied with a lot of eating and celebrations the study established.

The final question that guided the study was derived from objective four.

The question stated: How often are teachers supervised in public and Private School?

To address the question, five items were presented (item nine to item 13 in the research instrument).

The study found out that there are hardly any disciplinary measures taken against non-performing teachers in public schools. Discipline is 24.6% in public schools (Figure 4.4). Generally private schools were still ahead in the other items tested under objective four as seen in figure 4.4.

### 6.2. Conclusion

From the findings of this study it is clear that private schools perform much better in academics work than public schools. KCPE results for the three years (2007 – 2009) where privates schools where ahead of public ones with ranging gaps of 9.00%, 6.85% and 7.44%.

In the three year respectively is adequate evidence that cannot be disputed.

Secondly the attractive academic results in private schools are attributed to close supervision of teachers and adequate utilization of available resources which include both time and human resources. Supervision and management in general in public primary schools in the district is wanting. The low level of supervision and lack of adequate punishment of non-performers in public schools has led to a state of poor service delivery and a lot of laxity among teachers.

From the findings of the study and the views of other scholars related to these findings, it is made clear the performance "rest squarely" on teachers.

That better remunerations cannot motivate teachers but rather the supervision by the management on the teachers that determines the teaching outcome.

### 6.3. Recommendations

- Supervision should be more effective in public schools. The facilities for supervision, the frequency of supervision and the use of supervision should improve.
- Supervisors of public schools should ensure that teachers prepare adequately and cover syllabus effectively in good time.
- Managers of schools – which include board of governors and the school administrators should try to determine the most appropriate mode of motivating their teachers in line with theories of motivation.
- Signing of performance contract should be implemented in public schools. This would eliminate laxity among teachers.
- Many argue that pupils in private schools are from either middle class or high-class families. Therefore, further research can be carried out to determine the relationship between socio-economic status and academic performance.
- Research can be carried out to establish the relationship between school environment and academic performance.

### 6.4. Acronyms

UPE – Universal Primary Education

FPE - Free Primary Education

TSC -Teachers Service Commission

KNUT – Kenya National Union of Teachers

K.C.P. E - Kenya Certificate of Primary Education

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