

**CHALLENGES FACING TEACHERS IN PRIVATE SCHOOLS AND THEIR EFFECT  
ON TEACHER EFFECTIVENESS IN GUCHA SUB-COUNTY, KISII COUNTY,  
KENYA**

**BY**

**CHRISTINE KWAMBOKA**

**EDU-G-4-0198-16**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF BACHELOR OF EDUCATION ARTS OF GREYSA UNIVERSITY**

**NOVEMBER 2020**

**DECLARATION**

This research is my original work and has not been presented for a degree or for any similar purpose in any other institution.

Signature  Date 15.12.2020

CHRISTINE KWAMBOKA

EDU-G-4-0198-16

This project has been submitted with my approval as University supervisor.

Signature  Date 15/12/2020

PHOESTINE NALIKA

SCHOOL OF EDUCATION.

GRE TSA UNIVERSITY.

## **DEDICATION**

I dedicate this study to my dear family members especially my mother Janes Kombo. Lots of thanks for the strong academic foundation and inspiration upon which this achievement is based.

## **ACKNOWLEDGEMENT**

I thank God for the strength and gift of life. I'm also grateful to my supervisor Phostine Naliaka for the knowledge shared. I give special thanks to my lecturers for their academic tutelage that has seen me through the course. To My classmates, kindly receive much gratitude for your presence that made learning so enjoyable.

## **ABBREVIATION AND ACRONYMS**

**TSC** – Teachers Service Commission

**PSTA**- Private School Teachers Association

**SNK**- School Net Kenya

**PST** – Private School Teachers

**BOM** – Board Of Management

## **OPERATIONAL DEFINITION OF TERMS**

### **Private school /unaided school**

A private school is a school which does not receive government finances and which parents have to pay for their children to go to. (Collins COBUILD Advanced English Dictionary, 2019)

Unaided /private school is a school which is not receiving grants out of public funds. (Education Act Cap 211)

### **Private school teachers**

These are teachers who teach in Unaided schools

### **Public school**

This is a school maintained or assisted out of public funds (Education Act Cap 211)

### **Public school teachers**

These are teachers who are either employed by the Teachers Service Commission or BOM to teach in public schools.

### **Challenge**

Refers to something that needs great mental or physical effort in order to be done successfully. It tests one's ability.

## **ABSTRACT**

This was a cross-sectional study and sought to explore the challenges facing teachers in private schools in Gucha Sub-County, Kisii County, Kenya. It sought to identify the challenges and the remedies that can be employed to address them. The study was guided by the theory of constructivist as cited by Frosnot (1996) which demands teachers reflect on all aspects of the teaching that they engage in. They need to examine their planning, their use of external standards, the materials they use, environment in their classroom, their own attitude and expectations and the needs of the learners. The researcher worked with ten selected private Secondary schools and a sample of thirty teachers (three from each of the selected schools) . Sampling was by purposive sampling where teachers were purposively selected for key respondent interviews. The purpose for the selection for a teacher was based on teaching experience, that is, only those having TSC number were selected and a two year work experience. Data collection was through key respondent interviews and the data collected was analyzed thematically as guided by the research objectives. The research found the following to be the challenges facing teachers in private schools: job insecurity, poor /lack /low salary, work load parental intervention /engagement, maintaining energy and enthusiasm. This study is beneficial to those teachers teaching in private schools as it provides remedies to the challenges they face as they teach in these schools. It is also helpful in changing the perception of many people to private schools. Private school owners also benefit from the study as it aims at striking a balance between them and the teachers. Some of the challenges identified to be facing teachers in private schools included the following: Parental intervention, Undisciplined students, Lack of motivation, Workload, Lack of/low salary and job insecurity. All these challenges were found to be hindrance to teacher effectiveness in the schools.

## Table of Contents

|  |                              |
|--|------------------------------|
| DECLARATION.....   | Error! Bookmark not defined. |
| DEDICATION.....  | iii                          |
| ACKNOWLEDGEMENTS.....  | iv                           |
| ABREVIATION AND ACRONYMS .....                                 | v                            |
| OPERATIONAL DEFINITION OF TERMS .....                          | vi                           |
| ABSTRACT.....  | vii                          |
| CHAPTER ONE.....   | 1                            |
| INTRODUCTION.....  | 1                            |
| 1.1Background of the study.....                                | 1                            |
| 1.2 Statement of the research problem .....                    | 2                            |
| 1.3 Purpose of the study .....                                 | 3                            |
| 1.5 Research questions.....                                    | 3                            |
| 1.6 Objectives of the study.....                               | 3                            |
| 1.7 Significance of the study .....                            | 4                            |
| 1.8 Delimitation of the study .....                            | 4                            |
| 1.9 Limitations of the study .....                             | 4                            |
| CHAPTER TWO: LITERATURE REVIEW .....                           | 5                            |
| 2.1 Introduction.....  | 5                            |
| 2.2 Review of literature related to the main concept.....      | 5                            |
| 2.3 Literature on beginning teachers .....                     | 6                            |
| 2.3 Theoretical framework.....                                 | 7                            |
| 2.4 Summary of identified gaps in the reviewed literature..... | 8                            |
| CHAPTER THREE: RESEARCH METHODOLOGY.....                       | 9                            |
| 3.1 Introduction.....  | 9                            |



|   |                                     |
|---|-------------------------------------|
| <b>3.2 Research design</b> .....                        | 9                                   |
| <b>3.3 Study Area</b> .....                             | 9                                   |
| <b>3.4 Target population</b> .....                      | 9                                   |
| <b>3.5 Sampling technique</b> .....                     | 9                                   |
| <b>3.6 Sample Size</b> .....                            | 10                                  |
| <b>3.7 Measurement of variables</b> .....               | 10                                  |
| <b>3.8 Research Instruments</b> .....                   | 10                                  |
| <b>3.9 Validity of the research instrument</b> .....    | 10                                  |
| <b>3.10 Reliability of the instrument</b> .....         | 11                                  |
| <b>3.11 Data collection techniques</b> .....            | 11                                  |
| Key respondent interviews .....                         | 11                                  |
| <b>3.12 Data Analysis</b> .....                         | 11                                  |
| <b>3.13 Logistical and ethical considerations</b> ..... | 12                                  |
| <b>CHAPTER FOUR</b> .....                               | 13                                  |
| <b>DATA PRESENTATION AND ANALYSIS</b> .....             | 13                                  |
| <b>4.1 introduction</b> .....                           | 13                                  |
| <b>4.2 Demographic information</b> .....                | 13                                  |
| <b>4.2.1 Gender</b> .....                               | <b>Error! Bookmark not defined.</b> |
| <b>4.2.2 Experience</b> .....                           | <b>Error! Bookmark not defined.</b> |
| <b>4.3 findings</b> .....                               | 14                                  |
| <b>4.3.1 Job insecurity</b> .....                       | 14                                  |
| <b>4.3.2 Poor/lack/low salary</b> .....                 | <b>Error! Bookmark not defined.</b> |
| <b>4.3.3 Workload</b> .....                             | 15                                  |
| <b>4.3.4 Parental intervention</b> .....                | 16                                  |
| <b>4.3.5 Undisciplined students</b> .....               | 16                                  |
| <b>4.3.6 Lack of motivation</b> .....                   | 17                                  |
| <b>CHAPTER FIVE</b> .....                               | 18                                  |
| <b>SUMMARY, CONCLUSION AND RECOMMENDATIONS</b> .....    | 18                                  |
| <b>5.1 Introduction</b> .....                           | 18                                  |
| <b>5.2 Summary</b> .....                                | 18                                  |

|  |    |
|--|----|
| <b>5.3 Conclusion</b> .....            | 19 |
| <b>5.4 Recommendation</b> .....        | 19 |
| <b>REFERENCES</b> .....                | 20 |
| <b>APPENDICES</b> .....                | 21 |
| <b>APPENDIX 1: QUESTIONNAIRE</b> ..... | 21 |





## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter presented the background of the study, the statement of the research problem, purpose of the study, conceptual framework, research questions and research objectives

### **1.1 Background of the study**

Education plays an important role in the country's economic, social and political development. It leads to the improvement of human capabilities. It increases the economic growth of a country through development of skills and knowledge. The knowledge management is promoted as a critical and necessary factor for organizational, survival and maintenance of competitive strength. According to Collins Advanced English Dictionary, Unaided /private school refers to a school which is not supported by the government and which parents have to pay for their children to go. (Collins COBUILD Advanced English Dictionary 2019) . According to Education Act Cap 211 of the Kenya laws, private school is also referred to as Unaided school and it is defined as a school which is not receiving grants out of public funds. The Kenya laws on Education Act Cap 211 allows for the establishment and regulation of private schools. This is after the owner of the school has met all the requirements for the registration under article 13 of the Act. Persons and groups of persons have therefore sought to establish private schools in different parts of the country. According to the competency based curriculum (CBC), Education's aim is to achieve the following seven core competencies in the learners : communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self efficacy and digital literacy ( Early Grade Mathematics [EGM] teachers training manual 2018). And every education provider, be it private or public, should focus on achieving the competencies.

This can be through creation of a conducive environment. An environment that is free from challenges or has a reduced number of challenges. Teachers Service Commission registers and recruits qualified teachers to public schools (TSC Act 2012) . This helps to solve the shortage of staff in public schools. The government of Kenya, through the National Government Constituency Development Fund (NG-CDF Act 2015) ensures the provision of physical facilities to help solve the problem of insufficient instructional resources in public schools. This ensures that classrooms, dormitories, laboratories and other physical facilities are installed in public schools. Hence the conducive environment for teaching is created for teachers in public schools. This may not be the case with teachers in private schools where the owners of the schools have to fund their school's development singlehandedly or look for a sponsor to help develop the school. For any organization to remain at a forefront, it needs a good capacity to retain, organize, utilize and develop employee's capabilities. However, the extent to which Unaided schools have been able to organize, retain, utilize and develop teachers capabilities is questionable. This study sought to discuss the challenges affecting the development of teacher capabilities in private schools.

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

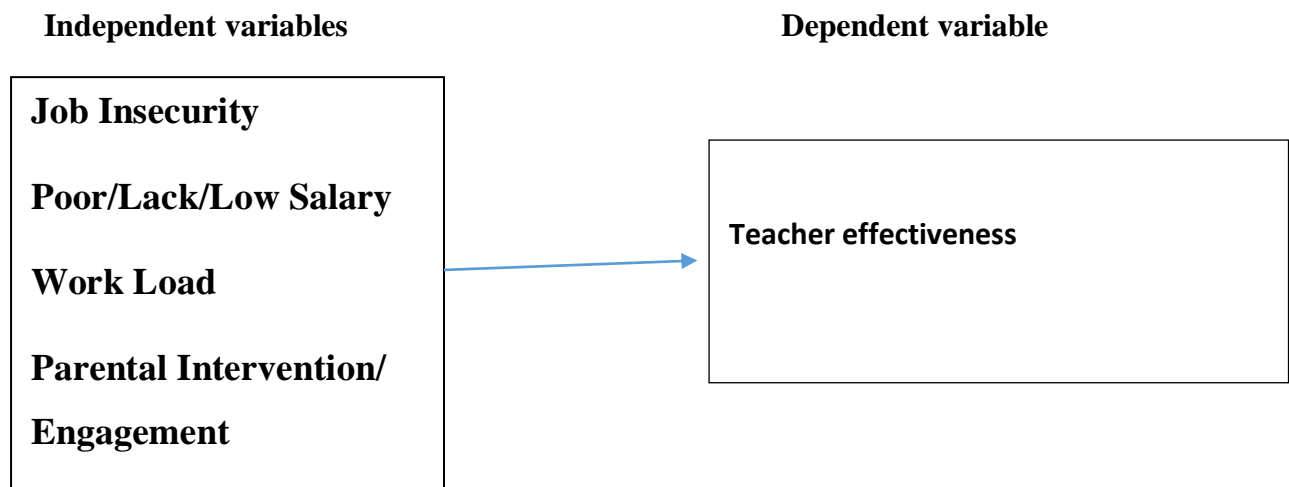
The Kenya Private Schools Teachers Association has identified the lack of efforts by the private schools owners to retain, organize, utilize and develop the teachers' capability. Private schools have, over the years, been seen as equal employer as TSC by having trained teachers employed to teach in the schools. It is however, noted that most of the teachers teaching in private schools are not content and this is seen in the way they scramble to secure Government employment whenever a vacancy is advertised in public schools. Sometimes qualified teachers that have been registered by TSC prefer to teach in private schools as they await to be recruited by the government. This should not be the case as private schools ought to be equal employment

provider as TSC, and the teachers employed in the schools should feel equally employed just as teachers employed by TSC in public schools.

### 1.3 Purpose of the study

This study sought to investigate the ease with which the capability of teachers are being developed, organized, utilized and retained by the private schools as their employer.

### 1.4 Conceptual framework.



### 1.5 Research questions

What are the challenges facing private school teachers in Gucha Sub-County, Kisii County, Kenya.?

What are the effects of the challenges on teacher effectiveness in Gucha Sub-County,

### 1.6 Objectives of the study

#### General objectives

To explore the challenges facing private school teachers and their effects on teacher effectiveness.

### **Specific objectives**

To identify the challenges facing private school teachers in Gucha Sub-County, Kisii County, Kenya.

To identify the effects of the challenges on teacher effectiveness in private schools in Gucha Sub-County, Kisii County, Kenya.

To recommend the possible ways to address the challenges and their effects on teacher effectiveness in private schools in Gucha sub county.

### **1.7 Significance of the study**

The study is significant as its findings contribute to the advancement of knowledge in the quest for development, organization, retention and utilization of teachers' capability in the field of teaching; this is because there is very limited information currently existing on the topic especially in Gucha Sub-County, Kisii County, Kenya.

### **1.8 Delimitation of the study**

The study was carried out in Gucha Sub-County, Kisii County, Kenya. A total of ten private Secondary schools were selected for the study. Qualified teachers, that is, those with TSC No and have worked for at least two years were of interest in the study. This research employed a qualitative and quantitative approach hence a small sample size was used.

### **1.9 Limitations of the study**

Some of the expected constraints in the study included difficulty in getting all the interview questions answered by the respondents. This was solved by having the researcher guiding the subjects through the questions. The researcher also used a research support group which will help save on the time shortage for research. The support group helped to conduct interview schedules in the schools.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The chapter presents a review of previous literature related to the study. The review is done on the challenges affecting the effectiveness of teachers in private schools, the theoretical framework and finally the summary of the identified gaps in the reviewed literature and the relevance of the theory to the study.

### **2.2 Review of literature related to the main concept**

According to the article presented by the School Net Kenya representative during the launch of Kenya Private schools Teachers Association on 16<sup>th</sup> November 2018, the following challenges were highlighted as the challenges affecting the effectiveness of private school teachers:

Job insecurity; the article holds that the condition of teachers in private schools are very strict. And this is contributed by the fact that the managers of the private schools put very high pressure on the teachers to produce the best results. The teachers are threatened to be sacked in case of poor academic performance by the learners. This causes them to live in fear for losing their jobs if they don't meet the target. Lack of teachers representation and union; teachers in private schools lack unity, they do not have trade unions or Union leaders to present their grievances in education sector.

Low /poor /lack of salary; teachers in private schools normally receive low salary and they therefore don't generate money like profit making industries. Parental intervention /engagement; in private schools, parents normally tend to be extremely committed to having say in their children's education. This forces teachers to work extra hard to contribute towards the performance of learners. Some of the parents become over ambitious when they transfer their children from public to private schools. They expect to see sudden improvement in the performance within a short period hence a lot of pressure is put on the teacher. Workload; private school teachers are forced to work extra hard for competitive edges to attract top tier learners.

They have to work extra hard for best results production and thus, their Workload is higher as compared to those in public sector. Maintaining energy and enthusiasm; the unfavorable working conditions in private schools drain the energies of private school teachers.

### **2.3 Literature on beginning teachers**

It is noted that most of the teachers in private schools are beginning teachers, usually two to three years old from college /university. According to the study by Cecilia Boakye and Joseph Ghartey Appiah on the challenges facing beginning teachers, the teachers are faced with the following challenges. Although these beginning teachers are proud of their accomplishment, they still have challenges. After completing college education, most beginning teachers prefer to begin their career life in private schools. Here they face the following challenges as narrated below: in some situations, these teachers are presented from implementing many innovative classroom practices. In the first new years, teaching lessons one had never taught before, facing big numbers of learners you have never met before and even reacting to new situations every time. This creates a heavy workload that moves the teacher's focus away from teaching and towards survival.

The completion of endless paperwork which they are required to do within a short period is another Challenge.

These teachers are required to present their professional tools to the managers yet they are not given enough time to prepare them. The managers want to see them in classroom throughout. Coping with the learners' discipline is another Challenge to teachers in private schools. Most students in private schools come from families where they have a lot of freedom and hence they sometimes misuse the freedom they have. Teachers find it difficult to cope with them. The

owners of the schools on the other hand have to keep these students in school because they have to keep a bigger number of students in order to make a big profit. This study enriches the literature in this area because it focuses on the challenges that influence the teachers effectiveness.

### **2.3 Theoretical framework**

This study was guided by constructivist learning theory as was cited by Frosnot (1996) . Dewey had insight on how learners learn best derived from the experience he had as an educator at his interaction with teachers of the day. According to Dewey best teaching include physical activity as a necessary but not sufficient part of learning. According to Richardson (2003), Frosnot (1996) and Yilmaz (2008),the theory can best be explained in terms of its relation to teacher's interactions with the students in a more active and reinforcing manner. According to Brooks and Books (1963), people construct their understanding of the world through experiencing things. The theory claims that learners learn from their experiences through their interaction with the phenomenon (Bruner 1961) .

Udida et al (2003) claims that the process of learning requires adequate attention from the learners. People have individual differences cognitive processing style that they adopt in activity of decision making and problem solving. The theory claims that instruction ought to address four main aspects:

The way that a body of knowledge can be structured in order to be grasped by the learner, the disposition towards learning, the nature of rewards and punishment, and most effective order the material can be presented to be learnt.

Brooks and Books (1993) claims that a teacher must first acknowledge the learner's individual differences before considering how to teach them. Thus, constructivism demands that teachers reflect on all aspects of the teaching that they engage in. They need to examine their planning, their use of external standards, the material they use, environment in their classroom, their expectations and attitudes and the needs of the learners.

#### **2.4 Summary of identified gaps in the reviewed literature**

The literature abounds in the studies that have been done to identify the challenges affecting the teacher effectiveness in private schools but few studies have been done on challenges facing private school teachers. Generally, these studies are deficient in focusing on the solutions that the teachers in private schools have applied to address the challenges. This study enriches the literature in the area by focusing on the challenges as well as the solutions that can be used. Identifying the challenges and how they have tried to solve them equips future teachers in private schools to cope with similar challenges.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter looks at the research design, study area, target population, sampling technique, sample size, measurement of variables, research instruments, reliability of the instrument, data collection techniques, data analysis and logistics and ethical considerations.

### **3.2 Research design**

The study used a survey research, and it was descriptive in nature. Sundeep (1983) says that before any progress can be made in a quest to solve problems in education, descriptive phenomena has to be obtained by means of descriptive research. Descriptive research describes what is in the social system such as a school, Kornbo (2006).

### **3.3 Study Area**

The study was carried out in ten private secondary schools in Gucha sub-county, Kisii County Kenya. Lovel and Lawson (2003) observed that the best settings for any study are one that is directly related to the researchers' interests. The schools selected were all conveniently accessible to the researcher in terms of collecting data for this study.

### **3.4 Target population**

Gucha sub-county has thirteen private secondary schools. The study target population consisted of thirty teachers, three from each school. The population was raised from Private Commercial Secondary Schools and Private Church-run Secondary Schools in Gucha sub-county. Therefore the total targeted population was thirty.

### **3.5 Sampling technique**

The researcher employed simple random sampling technique to get the sample from the teachers.

The respondents were drawn from the teachers who had graduated and had TSC numbers.

### 3.6 Sample Size

The researcher worked with a small sample of thirty teachers (three from each of the ten selected schools). Thirty teachers were sampled out of one hundred teachers. This was thirty percent of the target population.

### 3.7 Measurement of variables

**Table 2 showing measurement of variables**

| Variables                            | Nature of variables | Measures              | Questionnaire No |
|--------------------------------------|---------------------|-----------------------|------------------|
| Job insecurity                       | Independent         | Fear for losing job   | 1                |
| Poor /lack /low salary               | Independent         | Poor remuneration     | 2                |
| Workload                             | Independent         | Extra work            | 3                |
| Parental intervention<br>/engagement | Independent         | Pressure from parents | 4                |
| Maintaining energy<br>and enthusiasm | Independent         | Lack of morale        | 5                |

### 3.8 Research Instruments

The study adopted questionnaires as an important research instrument. The researcher designed an interview schedules as one of the data collection instrument for the study. Self-administered questionnaires were constructed for the purpose of interviewing the teachers.

### 3.9 Validity of the research instrument

The interview guides for in-depth interviews and key respondent interviews designed were subjected to a validation process for face and content validity. According to Burney, face validity refers to the idea that a test appears to test what it is supposed to test; while content validity is defined by him as the notion that a test should sample the range of behaviour represented by the theoretical concept being tested. To ensure the validity of the interview guides, they were given

to the research support group who went through them and ascertained the adequacy of the instruments.

### **3.10 Reliability of the instrument**

A pilot testing was carried out on the interview guides with two pilot schools. This was done to see; how the informants will react to the guides, whether the items are clear enough to determine the workability of the proposed method of data analysis for the study, whether the respondents would not want to respond to some items and whether some items need to be added to the guides.

### **3.11 Data collection techniques**

#### Key respondent interviews

Key respondent interviews was conducted with thirty teachers from the selected private Secondary schools. They helped give information on the challenges affecting teacher effectiveness in Gucha Sub-County, Kisii County, Kenya. The Key Respondent Interview guides (Appendix 1) was employed in data collection.

### **3.12 Data Analysis**

The data was obtained from ten private schools through administration of various instruments to a cross-section of respondents drawn from Teachers. The necessary documents on academics were also consulted. The research sites were sampled in Gucha sub-county, Kisii County, Kenya.

Standardized instruments such as questionnaires and interviews were used in this study and the examination of the existing records. Qualitatively, the data was gathered, and description was mainly emphasized from numerical data terms. Quantitatively, the study used numerical data to explore the characteristics. The researcher examined all the coded data and made inferences. Facts led to new experiences and new views and the researcher ensured that data was well organized before analyzing the collected data. All the filled forms of questionnaires from the

respondents were returned. The researcher checked the completeness, accuracy, and the uniformity of the research instrument before starting the compilation and coding of the data. From here the researcher prepared a coding scheme.

The researcher made use of numbers assigned in to represent traits, statistics so as to make a summary of the scores. The researcher employed the statistical analysis in data organization, that is, data was interpreted using descriptive statistics, frequencies, tables, graphs and charts in the study.

### **3.13 Logistical and ethical considerations**

The researcher acquired informed consent verbally from the respective school's head teachers. Informed consent of the teachers was sought directly after receiving the head teacher's consent. The respondents were taken through the objectives and the purpose of the study. They were also informed about their rights to quit the study at any stage in the interview process. The confidentiality of the respondents was maintained by the researcher



## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents the findings of the data collected on the challenges facing private Secondary schools in Thika Town Sub-County, Kiambu County, Kenya. The chapter begins with presentation of the demographic properties of the respondents and finally the findings on the challenges facing private Secondary schools.

#### 4.2 Demographic information

Table 4.2.1: Gender

|        | Frequency | Percent |
|--------|-----------|---------|
| Male   | 11        | 36.7    |
| Female | 19        | 63.3    |
| Total  | 30        | 100     |

According to the data collected, 37% of the respondents were male and 63% were female. All the copies of the questionnaire were retrieved.

Table 4.2.2: Work experience

|       | Frequency | Percent |
|-------|-----------|---------|
| 1-5   | 21        | 70      |
| 5-10  | 9         | 30      |
| Total | 30        | 100     |

According to the data collected, almost all teachers, 70%, had a teaching experience of between 1-5 years. This means that most teachers in private schools are fresh graduates from college.

### 4.3 findings

The following were the challenges found to be faced by teachers in private schools.

**Table 4.3.1: job insecurity**

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 22        | 73.3    |
| No    | 8         | 26.7    |
| Total | 30        | 100     |

This research revealed that job Insecurity is a big challenge facing teachers in private schools in Gucha Sub-County. 73 Percent of the teachers agreed that they face problem of job Insecurity. Teachers said that they live with fear of losing their jobs if they don't meet the standards set by the school owners. The school owners tend to set very high standards and targets which sometimes are not realistic, but expect them to be achieved, failure of which leads to automatic sacking. Teachers therefore struggle to meet the targets through thick and thin so as to secure their jobs. This makes them feel enslaved and caged in the schools.

**Table 4.3.2: Lack of/low salary**

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 25        | 83.3    |
| No    | 5         | 16.7    |
| Total | 30        | 100     |

According to the data obtained from the respondents, the research identified lack of salary to be another Challenge to teachers in private schools. Almost all teachers 83% agreed with this statement Teachers said that sometimes they would work from the first day of the month to the

last day but still end up taking nothing home. Sometimes a teacher’s salary is withheld due to a minor mistake he or she was found with. And you only come to know of your mistake when the month ends, when you expect to be paid. Sometimes the salary is too little that it is as better as nothing. This makes a teacher to be demoralized and hence find it difficult to discharge his or her duties smoothly.

**Table 4.3.3: Workload**

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 27        | 90      |
| No    | 3         | 10      |
| Total | 30        | 100     |

The study revealed that workload is a big problem to teachers in private schools. 90 % of the respondents agreed that workload is a challenge to them. It was revealed that there is no work division and specialization in private schools. The teachers said that as long as you are a teacher you could be given any subject to teach, regardless of your area of specialization. A teacher of sciences can easily be made to teach languages if there is a deficit of language teachers and vice versa. It was also revealed that one teacher of a given subject would be assigned all classes to teach the subject. That is, one teacher to handle the subject from form one to form four regardless of the number of students or streams in school. Hence a bigger ratio of students to teachers.

**Table 4.3.4 : Parental intervention**

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 19        | 63.3    |
| No    | 11        | 36.7    |
| Total | 30        | 100     |

According to the data collected, 63% of the informants agreed that parental intervention in the school's activities is a challenge to teachers in private schools. It was revealed that parents have a bigger say on their children's education in private schools, hence they dictate how a teacher teaches. Parents want to see their children perform without seeking to know about the child's capabilities. A student may be transferred to private school merely a week to exam but a parent expect such a student to perform better than he or she used to in the previous school.

**Table 4.3.5: Undisciplined students**

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 23        | 76.7    |
| No    | 7         | 23.3    |
| Total | 30        | 100     |

According to the data collected, 77% agreed that undisciplined students is a problem to teachers in private schools in Gucha Sub-County. It was revealed that private schools admit students from other schools some of which have been sent away due to their unwanted behaviors. These students join private schools and become unruly to teachers hence posing a great challenge to teachers handling them.

**Table 4.3.6: Lack of motivation**

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 20        | 66.7    |
| No    | 10        | 33.3    |
| Total | 30        | 100     |

According to the data collected, 67 of the respondents agreed that teachers in private schools become demoralized by the situations which they work in thus are not motivated to work. It was revealed that private schools owners are much more concerned with profit making and are therefore not interested in creating conducive environment for teaching and learning for both the learners and teachers. In all of the selected schools, none of them had good furniture for teachers. There were no teachers seats in the classrooms yet teachers were being discouraged from sitting in staff room and were always needed to be in class. Even those seats in the staff room were not in good condition. This discourages teachers in private schools. Of all the ten selected schools, only three schools prepared meals (breakfast and lunch) for teachers. Teachers in other schools had to purchase their meals from the nearby shops and hotels.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The study sought to explore the challenges facing teachers in private schools in Gucha Sub-County. The study was also set out to identify the strategies adopted to address the challenges. This chapter presents a summary of the findings from the data that was collected, analyzed and presented in the previous chapter.

#### 5.2 Summary

The research has done an assessment of challenges facing teachers in private schools. In specific, the study assessed the variables that were perceived to be the challenges facing teachers in private schools in Gucha Sub-County. The study examined as well the strategies put in place to address the challenges in these schools.

Private schools have always been viewed as the best schools for a parent who wants good grades for his or her child. But the fact is that the high grades are rarely achieved by the student's effort, but teacher's. It was discovered by the study that there is more of rote learning in private schools and it is the teacher who toils a lot at the expense of the learners. Teachers do this to please the school owners who is interested more in pleasing the parents with good results and hence attracting many more students finally making more profits.

Teachers in private schools face a challenge of job Insecurity whereby they live with threats of being sacked if they fail to achieve the targets set by the school owners. It was realized that the school owners will always set high standards to be met by the teachers regardless of the many odds posed by bad working conditions in the schools. Another challenge is low salary. It was revealed that teachers in private schools earn very little compared to teachers in public schools. The study also revealed workload as another great Challenge facing teachers in private schools. Teachers were found to be given too much task and targets to meet yet the results were to be given fourth after a very short period.

### **5.3 Conclusion**

In the study, the informants reported a great interaction with the challenges facing teachers in private schools. Basing on this research, the challenges facing teachers in private schools include job Insecurity, undisciplined students, lack of motivation, low salary, workload, and parental intervention.

### **5.4 Recommendation**

- The government should put in place laws guiding private schools owners and their employees. There should be a flat rate salary payment for teachers based on the TSC promotion guide.
- Private school owners should employ teachers either on contract or permanent basis to avoid putting fear in teachers of being sacked or losing their jobs at any time an employer wishes.
- Parents should leave teachers to do their job without interference. In fact they should help to motivate teachers to even do better.
- Private school owners should aim at creating an environment conducive enough to promote effective teaching and learning and for development of teacher's capability. They should always motivate teachers to work and never to interfere with their work. They need also to set realistic and achievable goals and objectives.
- The private school owners should aim at providing quality education to the learners and not just become profit oriented and should therefore not be so much concerned with keeping a bigger number of students in their schools. They should stop admitting unruly students sent away from public schools. This poses a great Challenge to teachers who get hard time handling such students with indiscipline characters.

## REFERENCES

- Greeley, A. M. (2002). *Catholic High Schools and Minority Students*. Westport. Green Wood Publishers Company Limited.
- Gritsch, M. (2006). *Public verses Private Schools: The Impact on Wage Rates: A Journal of Economics and Economic Education Research*, Volume 7.
- Hakim, S. and Bowman, G.W. (2008): *Privatizing Education and Educational Choice: Concepts, Plans, Experiences (An Economic Views of the Effectiveness of Public and Private Schools)*.New York. MacGraw-Hill Book Company.
- Ministry of Education (2003 - 2007). *Educational Statistical Booklet*. Government Printing Press.
- Musani, Y. (2008). *Study of the Kenya Independent Schools Association (KISA): Thei role in Kenyan Education*. Gray Matters Publishing Limited.
- Orodho, A.J. (2009). *Elements of Educational and Social Science Research Methods*. Maseno Knezja Publishers.
- Otindo, O. (2010). *An Analysis of Private Schools of Nairobi in Kenya*. Nairobi. Cozy Group Publishers Limited.
- Roth, G. (2007). *In Private Provision of Public Services in Developing Countries*. Washington DC, Oxford University Press.



## APPENDICES

### APPENDIX 1: QUESTIONNAIRE

#### Key questionnaire guide for Teachers

##### General information

2.1 Subjects

.....

2.2 How long have you been teaching?

.....

##### Specific information

2.3 Are factors listed below a challenge to the development of teacher's capability and effectiveness in your school? Tick yes, no, don't know

a. Job insecurity

| Yes | No | Don't Know |
|-----|----|------------|
|     |    |            |

b. Poor /lack /low salary

| Yes | No | Don't Know |
|-----|----|------------|
|     |    |            |

c. Workload

| Yes | No | Don't Know |
|-----|----|------------|
|     |    |            |

d. Parental intervention/engagement

| Yes | No | Don't Know |
|-----|----|------------|
|     |    |            |

e. Undisciplined students

| Yes | No | Don't Know |
|-----|----|------------|
|     |    |            |

f. Lack of motivation.

| Yes | No | Don't Know |
|-----|----|------------|
|     |    |            |

2.4 If the above factors are a challenge to teachers in private schools, how have you handled them?

.....

2.5 What are other problems faced by teachers in your school?

.....

2.6 What do you think should be done to improve effectiveness and capability of teachers in private schools?