

**THE RELATIONSHIP BETWEEN FINANCE AND
ACADEMIC PERFORMANCE OF PRIVATE
SECONDARY SCHOOLS IN KENYA,
CASE STUDY KISUMU CITY**

BY

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DECLARATION

I Musa Cheruiyot Rutto of Registration number BED/7006/51/DF do declare that the work presented in the report is original and has never been presented in any university or institution for the award of a degree or it's equivalent.

STUDENTS SIGNATURE.....*AA Cheruiyot Rutto*.....DATE.....*12-9-08*.....

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	ii
ABBREVIATIONS.....	iii
ACKNOWLEDGEMENT.....	iv
DEFINITION OF TERMS.....	v
BACKGROUND.....	vi
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 STATEMENT OF THE PROBLEM.....	2
1.2 SIGNIFICANCES OF THE STUDY.....	2
1.3 LITERATURE REVIEW.....	3
1.3.1 General Review.....	3
1.3.2 Performance	4
1.3.3 Finances.....	6
1.3.4 Religion.....	7
1.3.5 Age of the School.....	9
1.4 STATEMENT OF THE HYPOTHESIS.....	9
1.6 LIMITATION OF THE STUDY.....	10
CHAPTER TWO.....	10
METHOD.....	10
2.1 SUBJECTS.....	10
2.2 INSTRUMENTS.....	10
CHAPTER THREE.....	11
RESULTS.....	11
3.1 PRESENTATION OF RESULTS.....	11
CHAPTER FOUR.....	14
DISCUSSION.....	14
4.1 GENERAL INFORMATION.....	14
4.2 FINANCES.....	14
4.3 RELIGION	16
CHAPTER FIVE.....	17
CONCLUSION AND RECOMMENDATIONS.....	17
5.1 CONCLUSION.....	17
5.2 RECOMMENDATIONS.....	17
APPENDICES.....	20
BIBLIOGRAPHY.....	28

ABBREVIATIONS

CMS	-CHURCH MISSIONERIES SOCIETY
KNEC	-KENYA NATIONAL EXAMINATION COUNCIL
UNESCO	-UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION.
KCSE	-KENYA CERTIFICATE OF SECONDARY EDUCATION
O-LEVEL	-ORDINARY LEVEL
GDP	- GROSS DOMESTIC PRODUCT
ST	-SAINT
FR	-FATHER
MOE	- MINISTRY OF EDUCATION
BOG	-BOARD OF GOVERNORS
PTA	-PARENTS TEACHERS ASSOCIATION

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DEFINATION OF TERMS

In this study, there were some terms which were used with meanings a little different from the ordinary use. In this section, therefore the researcher endeavors to define the terms.

Dictionary of education defines finances of education as the science and practice of raising and expanding of revenue for education or the management of monetary affairs for schools (Good, 1959). In this study, however, the researcher was confirmed to monetary income and other receivables of private schools which can be costed in monetary terms. Little mention was made of the practice of rising and expanding of the finances but emphasis was put on level of income as compared to that of government aided schools.

As regards performance, Hersey and Blanchard (1982:112) say that when assessing performance in this study was, therefore, measured in terms of Kenya Certificate of Secondary Education (K.C.S.E) Examination results.

The term management and administration were used synonymously but the term leadership was used to refer to the subset of administrative functions having to do with initiating innovations.

Instructions material referred to all that is needed in the school for students learning as stationery, books, chalk, charts, chemicals, and apparatus.

Food cost included the cost of food itself and all services accruing to feeding of the schools except the salaries of cooks and other kitchen staff which are concerned.

Transport was the cost of maintaining the school vehicle if any and the use of public transport by school personnel of school business.

BACKGROUND

There have been a lot of arguments about the impact finances have on academic performance especially in private schools. I was therefore to find out the many allegations on private schools, such as charging high fees, mismanagement of finances and producing poor results. These allegations are not made by parents only but even by some of the people in authority. The biggest allegations are about finances and this has been believed to greatly affect the performance of these schools.

Chapter one of this report contains the introduction in which private schools are defined as those institutions, which do not receive grants from the government. The literature reviewed also gave some insight in the problem that finances affect the academic performance of private schools. It also cited some other factors not related to finances which may also be affectively performance of private schools. These are religions and age of the school. The chapter contains a null hypothesis that there is no relationship between finance and academic performance of school private schools. It ends up with the limitations of the study.

CHAPTER ONE

INTRODUCTION

Problems confronting private schools in recent years have multiplied and have become increasingly acute complex. Among these problems there is none, more crucial than sufficient means to provide teachers, buildings, equipment and other necessary expenses. The programs of education so greatly needed are impossible (Walquist J.T. et al 1952:357).

In order to study how this statement applies to Kenya and in particular to private schools a description and brief background of private schools is imperative.

Private schools, also referred to as independent schools, are those educational institutions that are not financially aided in full or in part by the state. In Kenya they are commonly known as private schools though they may take on other names in different countries, for example in Britain they are referred to as grammar schools.

As the demand for secondary education increased, especially in the fifties, it was inevitable that private schools and the entire private school movement got wide spread support, especially as primary leaving standards was no longer sufficient for one to get employment. Furthermore, Europeans and Asians had enough schools in Kenya and in the rest of the world yet Africans did not have. The missionary could not cope with the increasing demand. It can then be said that private schools movement has continued to prosper because of the high demand for education both within and from outside.

1.1. STATEMENT OF THE PROBLEM

As evident from the above introduction, finance among others, appears and is believed to be the greatest problem affecting the academic performance of pupils in private schools. It was therefore, the purpose of this study to find out the relationship between finances and the academic performance of these schools. The financial difficulties of such schools arise from the following problems among others.

1. Self-help or community assistance has been treated as substitute for capital not as a technique for raising it.
 2. In as much as before government started a school, it would raise a long-term loan, these schools do the opposite. Money is raised in small portions thus taking too long even to finish the construction of one classroom.
 3. Few of the schools make a distinction between capital costs and recurrent costs and often one cashbook is kept where accounts for initial funds and fees collection are kept.
 4. Headmasters and/or treasurers tend to give first priority to essential teaching materials, school running costs and teachers salaries with capital development being paid for very gradually from any remaining funds.
 5. The costs of every month depend largely on the ability of the head teacher and the management committee if it exists, to ensure that sufficient fees are paid.
- (Anderson, 1973:55-57).

1.2 SIGNIFICANCES OF THE STUDY

One of the vital questions which seem to be dominating school board meetings is “how are schools programs to be supported” (Jennings & Milstein, 1973:205). Furthermore, educational financing is an issue that pervades all educational planning. (Carnoy et al, 1988).

One of the major problems of private schools is finance which is the root cause of most of the other problems such as teacher supply, supply equipment and materials.

It is believed that there is a relationship between finance and the academic performance of schools yet, according to Anderson (1973:13) as has already been mentioned private schools can be a supplementary source of educational finance.

This study was therefore intended to find out:

- i) the results obtained are expected to assist the ministry of education and the governments of East African countries to formulate policies relating to the control of private schools as they, together with government schools, seek to meet the growing demand for education.
- ii) It is also my hope that the results will assist the proprietors of such schools to administer them efficiently in order to achieve greater development.
- iii) Further, it is my hope that the results and findings will stimulate further research in the running and performance of private schools. The question of the effect of expenditure per pupil on school output – put is important not for efficient yearly allocation in school budgets but also for the long range planning for the school system. (Thias and Carnoy), 1972:43).

1.3 LITERATURE REVIEW

The literature reviewed on the subject has been divided according to the following subheadings: General review, literature relating to performance, literature relating to school finances, literature relating to religious affiliation or background of school and the relating to the age of the school.

1.3.1 General Review

From the system analysts point of view, the school system can be seen as comprising of three main parts, the input, the process and the output or products. According to Jennings and Milstein (1973:80), human systems are dependent upon their environment for energy inputs and further delineated as resource, both human and material. In the educational system, human resources include full-time employees such as professional staff, non-professional staff, other education oriented persons, students, parents and

community groups. Material equipment includes money, buildings, and supplies. Because material resources are easily questionable, they tend to occupy an undue amount of the administrators' time. However, while material resources are necessary factors, they are not sufficient factors for school system maintenance. Both energy, input-material and human are essential.

The educational system is dependent upon environmental acceptance of its output which include such measurable outcomes as students graduating with specific skills and percentages of students going for higher education or entering skilled trades such as unmeasurable outcomes as staff morale and organizational health. Whether measurable or not, the system is dependent upon environmental resource input. According to Jennings and Milstein source needs and output acceptance is direct, that is, one affecting the other linearly.

1.3.2 PERFORMANCE

According to Burkhead et al (1967:12), educational product is the output of system measured in terms of the skills and aptitudes transmitted to students. Production is increased overtime if this product rises in relation to inputs. Unfortunately however, schools outputs are not a straight forward function of school inputs. Burkhead gives three complicating factors for this.

- i) Schools output are multiple. Whatever output are chosen for analysis, whether tested scores or dropped-out rates, post-high school education or life earnings will reveal relationship that are in some cases substitutable.
- ii) School output is a function of joint input whose marginal products are difficult to measure.
- iii) There are communities and home influences that affect school outcome. The motivation and aptitude of the student is shaped and conditioned by family and environmental factors, by the learning that occurs in the church and neighbourhood groups and by the information context of the student's environment.

The private school student is not exceptional to these factors. However, if these out of school influences can be isolated or controlled with reasonable success, it should be possible to examine in put output relations within schools. There are therefore two classes of intervening variables that affect school out put; the first of which are the socio-economic variables and the second process variables which are operational.

The work of Mort et al (1960) is a good indicator characteristics associated higher performance but did not control effectively for students' inputs in terms of their socio-economic characteristics and did not compare the efficiency of one sect of processes with another.

Burkhead himself found out that the student input, measured in terms of socio-economic backgrounds of the student had very different meaning for small community high schools than for large city high schools.

In a study by Thias and Carnoy (197:143), sponsored by the International Bank for Reconstruction and Development – case study of Kenya, the quality of out put is equated to student performance. This in spite of the fact that they cite recent studies as showing that a student's performance on the examination is highly corrected to his social background. This implies that, if average examination performance in one school is higher than in another, the quality of output of the first is considered to be higher than that of the later. More accurately they envisage that the quality of school would be measured by estimating the change in students' performance over the school period or parts of it other than the absolute level of examination performance at one point in time. Further, examination scores do not necessary reflect the training which students receive in discipline, consciousness of time and hierarchical interactions or other changes in attitude brought about through education. They however, like the present researcher, viewed such training as improving and contributing to an increase in national income and have being very important to a developing society. Their data could not permit the taking of all these factors into account in estimating quality.

The study was dual purpose

- i) to be project the quality of supply of educated labour and
- ii) to explore the relationship between expenditure on schooling inputs and the quality of schooling outputs prompted by the commonly held but never tested or rarely tested, in developed countries, hypothesis that increasing expenditure per pupil on schooling in puts, especially teacher expenditure raises quality of schooling output.

Their analysis made it clear that simply increasing expenditure per pupil cannot be relieved upon to raise examination performance. They suggest that the impact of other different expenditure components must be examined.

The present study, like that of Thias, looked mainly at performance as related to income per pupil. This is because most of other expenditure components can be calculated in terms of expenditure, or income per pupil.

1.3.3. Finances

This study focused on private schools because as for the Harambee School in Kenya, most arguments used previously against their uncoordinated head activities in the field of secondary education still hold that:

- i. From the beginning they were faced with a serious teacher deficit, both quantitatively and qualitatively and inadequate buildings. This led to overcrowded classes subjected to the teaching of non scientific curriculum perusal in sterile academic manner.
- ii. The financial odds against the continuation and the expansion of these schools were overwhelming even if the initial capital installment for Harambee Schools in Kenya required by law was collected; the operating cost of such Schools was a formidable financial burden well beyond the resources of most local communities/. (Thias and Carnoy 99).

School budgets are increasing every where for both government aided ad private schools for a number of reasons as cited by Jennings and Milstein (1973:205). First of all there are more youngsters attending schools or as seen in the introduction, the demand for secondary education every where, Kenya inclusive, is increasing. Accompanied by this rise in demand is the demand for more buildings, equipment and personnel

As far as personnel are concerned, the largest category requiring expenditure are: teachers and an array of supporting staff/personnel. Schools have added nurse teachers, psychologists, guidance and counselors and other helping professionals to the teacher aids. The services of these augment and supplement, the instructional programes thus increasing the effectiveness of the teacher.

The increase in specialized services has also brought with it layer of educational bureaucracy such as deputy headmaster, purchasing officer and transport officers. This expanding layer of administration staff demands an even larger portion of expenditure. Recent technological break – through are also reflected in great budgets.

Nevertheless, reforming the administration of public education may be an important step in reforming education it self (Mary Jo Bane, 1971:79).

1.3.4 Religion

Since the inception of formal education, religion has had a very big influence on it. The following clearly shows the influence churches had on education:

The spread of the churches directly aided the spread of education work of the missions.....at each of the station mission church spring education work began.

These factors that aided the spread of churches therefore indirectly helped the spread of education (Wandira, 1972:100)

Just like elsewhere, in Kenya the various religious bodies involved in the work of education have some differences in the way they look at it.

In Europe, for example, according to Hans (1977,99),the Roma Catholic church never surrendered its right to educate and has still maintained its influence by building up a parallel private school system. In Ireland, Hans (1977: 119) talks of the establishment of the so-called Hodge schools during the time of penal laws. These were small illegal schools constantly persecuted by informers and police which had no proper buildings, apparatus and attendance and their teachers were lay Catholics. In Uganda, Wandira states that:

“It was hardly to be expected that the mission school curriculum would be more accommodative than the church that sponsored it. For example, one of the most important aspect of training is obediencethe training status at an early age and culminates in an oath of obedienceunder which they are not expected to oppose authority, to refuse lawful instructions or to allow personal preference to stand in the way of accepting orders” (Wandira, 1972:111).

Wandira (1972:111) also cites another tendency for mission churches to measure the success of their work by the number of baptisms achieved each year and using the same yard stick for church school too.

It is because of the above that I (the researcher) found it imperative to consider religion one of the factors worth analyzing in the study especially as many of the private schools are seminaries or are mission sponsored.

1.3.5 Age of The School

Another factor, not directly related to finances and yet believed to have an effect on the academic performance of a school, is how long the school has been in existence. It is common to think that an old school performs better than the new one. This is probably due to the following reasons.

- i) An old school will have steadily acquired scholastic material through the years
- ii) It will have experienced teachers and

- iii) The parents tend to take the best of their children to old reputable schools rather than the new ones.

The researcher, therefore, feels that this is another factor that affects performance of a school and hence worth analyzing.

1.4 STATEMENT OF THE HYPOTHESIS

In view of the above and with the understanding that there are other factors that may affect pupils, academic performance, the researcher stated that in the abstract.

There is no relationship between finances and academic performance of private schools.

1.6. LIMITATION OF THE STUDY

The study only covered registered and recognized private secondary schools which had presented candidates to KCSE examinations.

The primary purpose of the study was to examine the relationship between finances of private schools with their academic performance. Only recurrent costs were considered in study.

CHAPTER TWO

METHOD

In carrying out this study, the researcher used the descriptive research method in questionnaires and interviews were employed to solicit information.

2.1 SUBJECTS

The subjects used in this study included headmasters, headmistresses, principles of schools and where necessary or possible the Bursars and some knowledgeable persons such as the proprietor of the schools. The office of Kisumu District Education Officer was also visited occasionally as a resource person to assist in the validation of the information obtained through the questionnaires.

The sample(s) included all the registered and recognized private O-level secondary schools which presented candidates for three consecutive years prior to 2005. these were ten in Kisumu City. The sample also included both mixed and single sex schools. It also included those founded or sponsored by missionaries, those formerly or are still belonging to Asians and which were founded by individuals and collectively by parents.

2.2 INSTRUMENTS

The instruments used for the study included structured questionnaire having both open and closed questions and unstructured interviews.

The interviews with head teachers also sought to get similar information as from the question

The interviews with head teachers also sought to get similar information as from the questionnaires. Interviews with other officers sought to get information on the general running of private schools and recommendations



CHAPTER THREE

RESULTS

Seven out of ten schools responded to the study either by completing the questionnaires or by answering interview. This represented 70% of the sample.

3.1 PRESENTATION OF RESULTS

3.2

The results obtained are summarized on the following tables. Table 1 below show the list of schools, location in which they are found in the city, whether mixed or single sex (s) and whether the school is boarding or Day (w)

Table 1: CLASSIFICATION OF THE SCHOOL

	Name of school	District	Location	S	W
1.	St. Josephs Girls' High School	Kisumu	Central	Girls	Boarding
2.	Kisumu Boys' High School	Kisumu	Central	Boya	Boarding & day
3.	Xaverian Secondary School	Kisumu	South west	mixed	Day
4.	New Kisumu High School	Kisumu	North	Mixed	Boarding
5.	Lions High School	Kisumu	South	Mixed	Day
6.	Kisumu Girls' High	Kisumu	Central	Girls	Boarding
7.	Home of love High	Kisumu	East	Mixed	Day
8.	Kassagam Sec. School	Kisumu	South	Mixed	Day
9.	DHT Sec. School	Kisumu	Central	Mixed	Day
10.	Muslims Sec. School	Kisumu	Central	Mixed	Day

The next table, table II gives the average performance score over three years which the study covered, was arrived as follows.

1. Performance score

There are normally twelve different grades in the KCSE examination results, of which the first two are referred to as Excellent with points 12 and 11 respectively, the second group one referred to as Very good with points 10,9,8,7 respectively, then the third group of grades is referred to as Average with points 6,5,4, respectively and the last group of grades is referred to as Fail with the points 3,2,1 respectively. The first step in a rising at performance score was to assign scores to these grades as follows:-

c

Table 2:

GRADES	POINTS	CLASS OF GRADE
A	12	EXCELLENT
A-	11	
B+	10	VERY GOOD
B-	9	
C+	7	
C	6	AVERAGE
C-	5	
D+	4	
D	3	FAIL
D-	2	
E	1	

When for a school like St. Josephs Girls' secondary school which presented 46 candidate for the year 2005, for different categories taking the number of candidates into consideration with the scores that followed:

If all the 46 candidates obtained grade A(12 points), for instance in an particular subject say English then the total score for the school for that particular subject would be:

$$46 \times 12 = 552$$

The mean will be equal to:

$$46 \overline{) 552}$$

= 12 points – excellent

On the other hand if they all fail, the total score would be:

$$46 \times 1 = 46$$

The mean will then be

$$46 \overline{) 46}$$

= 1 point – fail

CHAPTER FOUR

DISCUSSION

Whereas many parents in Kenya, including some in authority, have a low opinion of private schools especially as regards to their performance and the fees they charge, this study has revealed some facts concerning these schools.

4.1. GENERAL INFORMATION

The researcher observed in the schools which were visited and from discussions held with some head teachers of private schools, that the teachers in most of the religious private schools, are dedicated to their work in spite of financial constraints. This may account for their comparable results in some instances. Nevertheless, as Wandira (1972:284) observed a teacher can only give that which lies within his abilities, knowledge and experience.

As for the experience of teachers in private schools, the findings show that there are fewer teachers with experience, over 10 years, than those with moderate and little experience, of about 4-10 years each and below 4 years experience respectively. Again this may be related to the high turnover of teachers from these schools and from teaching generally to other employment or to business.

4.2 FINANCES

Whereas most of the respondents singled out school fees as the sole contributor to the incoming finance in their schools, it has been compared to government-aided schools, which receive grants; their finances are on the average effectively controlled. If this was not so, it would have been very difficult for them to continue functioning. Over 90% of them have boards of governors, which boards are responsible for controlling the expenses of the schools.

There is variation in the items which take the biggest expenditure percentage wise. Salaries and food (in boarding schools) take the first or second places. This is more or less in agreement with Chesswas and Hallack who found out that for boarding schools, the boarding expenses take the biggest parentage and for day schools it was the non-teacher costs which included their salaries (Chesswas and Hallack, 1972).

See table III below

Table 3:

Kenya : Average Non-teacher recurrent expenditure per student in a –ten-specimen day and boarding schools.

	DAY		BOARDING	
	Percentage of total	Unit cost in shillings	Percentage total	Unit cost in shillings
Non-teaching staff	30.0	70.40	15.0	161.70
Instructional supplies	17.7	41.50	15.9	170.40
Maintenance	18.9	44.40	13.0	139.20
Administration	8.1	19.00	5.6	60.20
Boarding	1.3	2.10	4.8	51.70
Total	-	-	45.7	490.30
		234.60		1073.50

Note; for technical reasons, the percentage column do not add up to 100%

Source: John Chesswas and Jacques Hallack (1972)

Kenya –behaviour of non teacher recurring expenditures in educational cost analysis in action.

In spite of these findings, the school fees paid in many of these private schools are high and yet inadequate to supply all the necessities for education. Parents therefore, continue to complain about this.

Nevertheless, there are few private schools which have facilities which are quite comparable or even better than those of the government aided schools or the partially aided schools. Some also have more stable and dedicated staff than government aided schools.

4.3. RELIGION

Many of the private schools are denominational or church sponsored in that they are affiliated to religious organizations. This means that they are non-denominational in nature. With the exception of summaries, which are special training institutions for the churches sponsoring them, the rest take in students of any religion without discrimination. There are also a few which are not affiliated to any religious organization but are founded by individuals or groups of parents.

The researcher endeavored to study the relationship between religion without discrimination. There are also a few which are not affiliated to any religious organization but are founded by individuals or groups of parents.

The researcher endeavoured to study the relationship between religion and academic performance, and Pearson product moment correlation coefficient yields a negligible insignificant relationship. Highly religious schools put much emphasis on moral value in their training of the students who enter their gates.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

From the preceding discussion, it is evident that the factors affecting the academic performance of private schools are intricably interwoven such that it is quite difficult to single out any one of them as the sole factor affecting performance.

The results and the discussion show that there is a low relationship between academic performance and finance. Schools which are more financially sound perform relatively better than those which are not financially sound.

In the discussion, I have also realized that there is negligible and insignificant relationship between academic performance and religious affiliated schools.

5.2 RECOMMENDATIONS

Private schools and commercial schools should be assisted and supervised to reduce the gap between the quality of their programmes and the programmes of the government aided schools.

In case of future references I wish to recommend the following

- i) plans for pre-service teachers should be include the requirements of private schools
- ii) Government should continue to provide grants to those private schools which request them and should increase its allocation for this in future.
- iii) Government should endeavor to make available building materials at controlled prices to private schools.

Furthermore, some streamlining of the activities of private schools and improving this academic performance. It is therefore, paramount that the number of staff dealing with private school in the ministry of education needs to increased new offices in Regions and Districts for private schools.

More seminars should be conducted on leadership and general administration of the private school system for the proprietors and head teachers of private schools. This will help them to learn what is expected of them both by those in authority, the community they serve and the pupils entrusted to them.

The head teachers and proprietors of private schools should be encouraged to abide by rules and regulations governing the control and day to day management of schools. In particular they should observe the regulations regarding the registration of schools, as well as registration of school specification of school building and facilities as well as registration of candidate for Kenya National Examination Council as provided for in the Education Act. This clearly states the steps to be taken in establishing a school and having it registered and recognized for KNEC examinations.

They need to be encouraged to attend meeting and seminars organize by ministry of education occasionally from which they can learn much concerning government policy on education and get opportunity of discussing some of their problems with the education authorities. This would of course require more personnel to contact them.

They further need to be encouraged to send in their statistical returns as these are necessary for educational planning. One of the constraints to educational planning in Kenya is lack of statistical data especially from private sector of education. This is a major constraint as the private sector takes a big percentage of the entire education system.

Proprietors of private schools should desist from trying to make schools a personal business. Many of these schools were established for the sake of making money by proprietors. Since experience has shown that schools can never be money making businesses, these people have ended up mismanaging school finances and having very unqualified people as teachers in order to satisfy their own aim. In this way, some schools have kept on deteriorating and some have collapsed completely or have been forced close down. If all proprietors of such schools could desist from this practice, this would greatly improve their financial standing and academic performance.

It is hoped that all the findings from this study and from the recommended studies will not only assist the East African governments when planning for education but will also greatly improve the academic performance of the private schools.

APPENDICES

A List Of Schools Visited.

	Name of school	District	Location	S	W
1.	St. Josephs Girls' High School	Kisumu	Central	Girls	Boarding
2.	Kisumu Boys' High School	Kisumu	Central	Boys	Boarding & day
3.	Xaverian Secondary school	Kisumu	South west	Mixed	Day
4.	New Kisumu High School	Kisumu	North	Mixed	Boarding
5.	Lions High School	Kisumu	South	Mixed	Day
6.	Kisumu Girls High	Kisumu	Central	Girls	Boarding & day
7.	Home of Love High	Kisumu	East	Mixed	Day
8.	Kassagam Sec. School	Kisumu	South	Mixed	Day
9.	DHT Sec. School	Kisumu	Central	Mixed	Day
10.	Muslims Sec. School	Kisumu	Central	Mixed	Day

B. Sample of Introduction Letter To Heads of Schools For Questionnaires

FACULTY OF EDUCATION
KAMPALA INTERNATIONAL
UNIVERSITY
P.O. BOX 2000, KAMPALA
UGANDA.
TEL +256-723-881-783
DATE.....

The Headmaster/Headmistress
.....
.....
.....

Dear Sir/Madam,

RE: QUESTIONNAIRE FOR RESEARCH REPORT

The faculty of Education – Kampala International University and Ministry of Education are aware of the contribution your school is making towards the education of the young people of your country. It is because of this reason that the Faculty of Education has seen it fit for me to carry out a study of your school and other schools which fall in the same category.

Enclosed here is a questionnaire which has been designed to assist in carrying out the study. I am kindly requesting you to fill in the questionnaire according to the instructions there in and return by either posting using the above postal address or scan the questionnaire and then send it.

Your cooperation by giving accurate information and return as soon as possible preferably during the month of May will add a great deal to success of the study let alone your already appreciable contribution to the education of the young people of this nation.

Yours sincerely,
.....

Rutto M.Cheruiyot (BED Student)

D. Sample of Questionnaire For Head teachers

This questionnaire is poverty for academic and I want to assure you that information given by you will be kept confidential.

Please answer by filling in of/ and by ticking as the case study may be.

A. General information

1. name of the school
2. enrolment by classes at the end of :

	2003	2004	2005
Form 1
Form 2
Form 3
Form 4

3. Number of students who left school before completion of their studies during:

2003	2004	2005
.....

4. number of teachers by qualifications:

	2003	2004	2005
MA/BSC WITH PGDE
BAE/BSE
Diploma arts/Sc

5. Number of teachers who left during:

2003	2004	2005
.....

6 .Teaching experience of teachers:

	2003	2004	2005
Those with 10			
Years experience
Those with between			
4 -10 years of			
Experience
Those with below			
Experience

7.Distance from nearest secondary schoolskm

8.The school day.....Boardingor both.....

If both	2003	2004	2005
Number of day students
Number of boarding student

9.Religious affiliation of the founders of School:

Roman Catholic, Church of Kenya.....

Muslim, others..... (Please specify)\

10.When was the School founded?

- Before 1960.....
- Between 1960 and 1970.....
- Between 1970 and 1980.....
- Between 1980 and 1990.....
- Between 1990 and 2000.....
- Between 2000 and above.....

11.Main sources (s) of finance and percentage:

Church organization.....%
Parent (PTA).....%
Fees.....%
Others.....%

12. Who is responsible for the control of finances?

Church organization.....

Board of governors.....

PTA.....

Headmaster

Other..... (Please specify).....

13. Total income of the following categories (Please fill in the accurate figures)

	2003	2004	2005
Tuition
Building
Library
Food
Stationery
Uniform
Vehicles
PTA project
Furniture
ID Cards
Caution money
Examination fees
Budges
Text Books
Medical fees

14. Money received from donations:

2003	2004	2005
.....

15.Total expenditure on:

	2003	2004	2005
Salaries
Instructional
Material
Food
Transport
Others

C: PERFORMANCE.

16.Form 1 entry marks in 1999, 2000, 2001 for students who completed form 4 in:

	2003	2004	2005
Mean Grade			
For KCSE
Mean Grade for			
District Mock

17.Is there any criteria for recruiting students in School?

Yes..... No.....

If Yes mention briefly.....

18.Number of repeaters in form 4 in:

2003	2004	2005
.....

19.General performance: (Number of passes in the Kenya Certificate to Secondary Education).

GRADE		2003	2004	2005
A A-	EXCELLENT	-	-	-
B+ B B	VERY GOOD	-	-	-
C+ C C- D+	AVERAGE	-	-	-
D D- E	FAIL	-	-	-

20.In you opinion, what factors do you think affect the performance of students in your School?

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