

**PROBLEMS FACED BY PRIVATE SCHOOLS IN THE SLUM  
AND ACADEMIC PERFORMANCE IN SELECTED AREAS OF  
KIBERA SLUM, NAIROBI DISTRICT KENYA**

**BY:**

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## DECLARATION

I Elenah N. Gachau hereby declare that this work is original and that to the best of my knowledge, no portion of this work has been submitted in support of an application at Kampala International University or any other institution of higher learning. The literature and the citation from any other scholar's work are referenced and acknowledged in the text and references.

Signature: \_\_\_\_\_


Date: \_\_\_\_\_

## **DEDICATION**

I wholly dedicate this piece of writing to all my classmates, lecturers, Friends, sisters and my brothers. I also importantly dedicate this piece of work to the KIU fraternity and every students who i teach, may you use it for the benefit of your future.

### **APPROVAL**

This dissertation has been submitted to Kampala International University with my approval as the university supervisor.

Signature: 

**MR.EDABU PAUL**

Date: 2nd/08/08.

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I thank God with all my heart for the grace, Wisdom and insight to right. A special thank you to my dear husband, Gachau. You have been so supportive throughout my studies in so many ways, May live long.

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## TABLE OF CONTENT

DECLARATION.....	i
DEDICATION.....	ii
APPROVAL .....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
LIST OF FIGURES .....	vii
LIST OF TABLES .....	viii
ABSTRACT.....	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	4
1.3.1 General Objectives .....	4
1.3.2 Specific Objectives .....	4
1.4 Significance of the Study.....	4
CHAPTER TWO.....	6
Review of the Related Literature .....	6
2.1 Characteristics of Slum Areas in Nairobi.....	6
2.2 Regulation of private schools serving low-income families .....	9
2.3 The Relation Between School Success and social-economic success conditions of slum dwellers .....	11
2.4 The Problems Faced by Private Schools, quality of education and student achievement.....	14
2.4.1 Classrooms and Environment .....	14
2.4.2 Private Education for the Poor Is Low Quality .....	16
2.4.3 Facilities and Resources.....	17
2.4.4 School Dropping out.....	18
2.4.5 School Discipline.....	19
2.5 Gender and Education.....	21
CHAPTER THREE.....	24
Research Methodology.....	24
3.1 Design.....	24
3.2 Environment .....	24
3.3 Population and Sampling.....	24
3.4 Research Instruments .....	25
3.5 Data Collection Procedures .....	26
3.6 Statistical Treatment of the Data .....	27
3.6.1 Quantitative analysis .....	27
3.6.2 Qualitative Analysis .....	27

<b>DEFINITION OF KEY TERMS .....</b>	<b>28</b>
<b>CHAPTER FOUR.....</b>	<b>29</b>
<b>ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS</b> .....	<b>29</b>
<b>4.0 Introduction.....</b>	<b>29</b>
4.1 Characteristics of Slum Areas in Nairobi.....	29
4.4 The Problems Faced by Private Schools.....	29
<b>4.1 .....</b>	<b>30</b>
<b>4.2 Regulation of Private schools .....</b>	<b>33</b>
<b>3.1. How many private Schools are there In Kibera? .....</b>	<b>33</b>
<b>4.3 The Relation between School Success and social- economic .....</b>	<b>36</b>
<b>4.3.1 The Relation between Private Success and Public success .....</b>	<b>40</b>
4.4 The Problems Faced by Private Schools .....	41
CHAPTER 5 .....	42
SUMMARY CONCLUSION AND RECOMMENDATION .....	42
<b>5.1 INTRODUCTION .....</b>	<b>42</b>
<b>5.2 SUMMARY OF THE STUDY .....</b>	<b>42</b>
5.3 Conclusion. ....	43
5.4 Recommendation.....	46
<b>APPENDIX A .....</b>	<b>49</b>
Budget Table .....	49
<b>APPENDIX B .....</b>	<b>50</b>
Time frame work table.....	50
<b>APPENDIX C.....</b>	<b>51</b>
<b>QUESTIONNAIRE 1 .....</b>	<b>51</b>
<b>APPENDIX D .....</b>	<b>53</b>
<b>QUESTIONNAIRE 2 .....</b>	<b>53</b>
<b>APPENDIX F .....</b>	<b>55</b>
<b>RESEARCH ENVIRONMENT .....</b>	<b>55</b>
APPENDIX G: CURRICULUM VITAE .....	56
PERSONAL BACKGROUND.....	56

## LIST OF FIGURES

Figure 1 View of Kibera .....	31
Figure 2 Kibera is heavily polluted by soot, dust, and other wastes.....	31



### **LIST OF TABLES**

Table 1: Characteristics of Slum Areas in Nairobi

Table 2. Kibera schools: Public and Private school Pupils (2007-2008).

Table 3 Enrollment in Kibera schools: Public and Private School pupils, 2005

Table 4 Number of Institutions, 2007

Table 5 Public and Private School Teachers, (2005-2007)

Table 5Relation between School Success and social-economic

Table 6 Classrooms and Environment

## ABSTRACT

The *Oxfam Education Report* published in 2000 is typical. While the author acknowledges the existence of high-quality private providers, he contends that these are elite, well-resourced schools that are inaccessible to the poor. As far as private schools for the poor are concerned, these are of "inferior quality"; indeed, they "offer a low-quality service" that is so bad it will "restrict children's future opportunities." This claim of low-quality private provision for the poor has also been taken up by British prime minister Tony Blair's Commission for Africa, which recently reported that although "Non-state sectors have historically provided much education in Africa," many of these private schools "aiming at those [families] who cannot afford the fees common in good public schools are without adequate public regulation and are of a low quality."

this study was designed to examine the problems faced by private schools in the slum and academic performance in selected areas of Kibera slum, Nairobi district Kenya. Data were collected from 100 pupils enrolled in private School named New Faith Nursery and Primary School (n=50). And Neema nursery and primary school (n=50) situated in Gatwekera village, in the heart of Nairobi's Kibera slum. The study also covered one public school in order to give a clear difference between the public and private school. This was done during the month of April 2008 using a self-report questionnaire.

Results indicated that Slums are usually characterized by urban decay, high rates of poverty, and unemployment. They are commonly seen as "breeding grounds" for social problems such as crime, drug addiction,

alcoholism, high rates of mental illness, and suicide. This could therefore affect the learning environment for the pupils especially because of high rate of disease infection. Kibera private schools for the poor have been found to be in large numbers, they are oftenly hidden from view. In the slums, a typical private school would be in a converted house, in a small alleyway behind bustling and noisy streets, or above a shop.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The development of the education, to fight ignorance and enhance economic growth, is one of major priorities the government of Kenya (GoK) had immediately after independence in 1963. The session paper No. 10 of 1965 on Africa socialism and its application to planning in Kenya set a policy and phase for fighting illiteracy, ignorance and poverty in the country (GoK, 1965).

Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties. The major reviews include: The 1964 Ominde commission; the 1976 Gachathi Report; the 1981 Presidential Working Party on the Establishment of the Second Public University; The Presidential Working Party on Education and Manpower Training Task Force (GoK, 1964; 1976; 1981; 1988; 1998).

These reviews indicated the extent to which the government and other stakeholders have gone in search for a policy framework and laying strategies to make education serve the nation and meet the country's development need.

Despite the efforts by government to make education a priority some school administration especially those managing slum based schools are finding it a problem to keep up to the date with the new

developments in the education sector because of the challenges they face in the management of their schools.

The characteristics associated with slums vary from place to place. Slums are usually characterized by urban decay, high rates of poverty, and unemployment. They are commonly seen as "breeding grounds" for social problems such as crime, drug addiction, alcoholism, high rates of mental illness, and suicide. In many poor countries they exhibit high rates of disease due to unsanitary conditions, malnutrition, and lack of basic health care. A UN Expert Group has created an operational definition of a slum as an area that combines to various extents the following characteristics: inadequate access to safe water; inadequate access to sanitation and other infrastructure; poor structural quality of housing; overcrowding; and insecure residential status. To these one might add the low socioeconomic status of its residents.

The poor, so this logic goes, need government assistance if they are to get a good education, which helps explain why, in the United States, many school choice enthusiasts believe that the only way the poor can get the education they deserve is through vouchers or charter schools, proxies for those *better* private or independent schools, paid for with public funds.

But if we reflect on these beliefs in a foreign context and observe low-income families in underprivileged and developing countries, we find these assumptions lacking: the poor have found remarkably innovative ways of helping themselves, educationally, and in some of the most

destitute places on Earth have managed to nurture a large and growing industry of private schools for themselves.

## **1.2 Statement of the Problem**

Kibera private schools for the poor are usually in large numbers, they are oftenly hidden from view. In the slums, a typical private school would be in a converted house, in a small alleyway behind bustling and noisy streets, or above a shop. Classrooms are dark, by African standards, with no doors hung in the doorways, and noise from the streets outside easily entering through the barred but unglazed windows. Walls are painted white, but discolored by pollution, heat, and the general wear-and-tear of the children; no pictures or work is hung on them. In some areas, the schools are made from the same materials as every other building: corrugated iron sheets or mud walls, with windows and doors cut out to allow light to enter. Floors are usually mud, roofs sometimes thatched. Children will not be in uniform and will usually be sitting on homemade wooden benches. In the dry season, the wind will blow dust through the cracks in the walls; in the rainy season, the playground will become a pond, and the classroom floors mud baths. Teaching continues, however, through most of these intemperate interruptions.

Generally, there are about 25 students in a class, a decent teacher-to-student ratio, but the tiny rooms always seem crowded. Often the top floor of the building will have various construction works going on to extend the number of classrooms. The school proprietor will usually live in a couple of rooms at the back of the building.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objectives**

The objective of this study is to determine the problems of managing the private schools in the slum and academic performance in selected areas of Kibera slum, Nairobi district.

#### **1.3.2 Specific Objectives**

- i. To find out the characteristics of slum areas in Nairobi.
- ii. To assess the regulation of private schools serving low-income families in Kibera slum.
- iii. To relate the social-economic conditions of slum dwellers
- iv. To examine the Problems Faced by Private Schools in Slum Areas and quality of education received
- v. To illustrate the effect of Gender differences on the academic performance in the private schools.

### **1.4 Significance of the Study**

The management of the school will be sensitized on the development of supervisory strategies, which include quality development geared towards the attainment of the goals and purposes of education.

The government will be able to consider registering the community schools as either the government or private or as community schools depending on the management preference.

Within the framework of free education, the already established and



operating community schools in informal settings will be encouraged to be legally recognized and hence targeted within the proper programme within the ministry, including school feeding, provision of text books, teaching staff, pedagogical development, provision of grants and bursaries.

## **CHAPTER TWO**

### **Review of the Related Literature**

#### **2.1 Characteristics of Slum Areas in Nairobi**

The characteristics associated with slums vary from place to place. Slums are usually characterized by urban decay, high rates of poverty, and unemployment. They are commonly seen as "breeding grounds" for social problems such as crime, drug addiction, alcoholism, high rates of mental illness, and suicide. In many poor in Nairobi slums, there exhibit high rates of disease due to unsanitary conditions, malnutrition, and lack of basic health care. A UN Expert Group has created an operational definition of a slum as an area that combines to various extents the following characteristics: inadequate access to safe water; inadequate access to sanitation and other infrastructure; poor structural quality of housing; overcrowding; and insecure residential status. To these one might add the low socioeconomic status of its residents ( Maina, 1999).

The Kibera Slums, an area 5 Kilometers Southwest of City Centre Nairobi, is the most populated informal settlement in East Africa, housing more than one quarter of Nairobi's population. The name 'Kibera' is a Nubian word for 'forest.' The original settlers were Sudanese soldiers who settled there after fighting for the British in World War One. Kibera is divided into ten official villages, each with its own Village Elder. They are: Kianda, Soweto, Gatwekera, Kisumu Ndogo, Lindi, Laini Saba, Siranga/ Undugu, Makina, Mashimoni and Raila. These villages, excluding Raila, rest on the northern half of the

valley east of the Nairobi Dam. Kibera is roughly 2 Kilometers squared with an estimated population of 1 million people. There are no residential buildings over a single storey. The average home size in Kibera is 3 meters by 3 meters, with an average of five persons per dwelling. Urban services such as water or sanitation are minimal. There is an average of one pit latrine for every 50 to 500 people. Drinking water is pumped through plastic pipes, alongside sewage trenches, to standpipes. These trenches carry refuse and human waste to the river at the base of the valley. The river then runs into Nairobi Dam. Both the river and the dam are used for recreation (e.g. swimming) and resource (e.g. bathing; clothes washing). The plastic pipes are brittle and exposed, often breaking, to be repaired with little care for sanitation. That is, these pipes are jammed or taped back together often without being cleaned, creating suitable habitat for water-borne diseases like cholera and typhoid. Health Services and Sexual Education are minimal. Fifty-Four percent of people living in urban areas in Kenya are either HIV positive or have AIDS. However, despite the demanding lifestyles people face in Kibera, they have created their own community – that is sound and functioning. Businesses of all sorts and driven entrepreneurs are found in all areas. Indeed, they are not unlike much of Sub-Saharan Africa, which receives 75% of its services through the 'informal sector.' In Kenya, we call this part of our economy the 'Jua Kali' sector (Or 'Fierce Sun' sector). There are people of many community groups active in Kibera, working on issues such as: environment and sanitation; waste management; HIV/AIDS awareness, counseling and testing; domestic violence; education; and unemployment. Many youths are committed and passionate about making an impact in their community.

In the slum, many live in very narrow alleys that do not allow vehicles (like ambulances and fire trucks) to pass. The lack of services such as routine garbage collection allows rubbish to accumulate in huge quantities. The lack of infrastructure is caused by the informal nature of settlement and no planning for the poor by government officials. Additionally, informal settlements often face the brunt of natural and man-made disasters, such as landslides, as well as earthquakes and tropical storms. Many slum dwellers employ themselves in the informal economy. This can include street vending, drug dealing, domestic work, and prostitution. In some slums people even recycle trash of different kinds (from household garbage to electronics) for a living - selling either the odd usable goods or stripping broken goods for parts or raw materials (Simiyu, 1990).

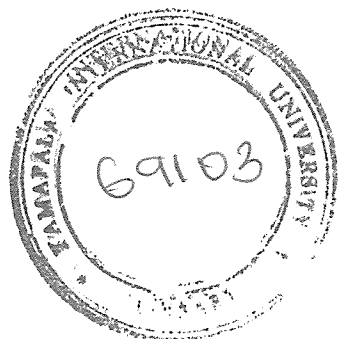
Many governments around the world have attempted to solve the problems of slums by clearing away old decrepit housing and replacing it with modern housing with much better sanitation. The displacement of slums is aided by the fact that many are squatter settlements whose property rights are not recognized by the state. This process is especially common in the Third World. Slum clearance often takes the form of eminent domain and urban renewal projects, and often the former residents are not welcome in the renewed housing. Moreover new projects are often on the semi-rural peripheries of cities far from opportunities for generating livelihoods as well as schools, clinics etc. At times this has resulted in large movements of inner city slum dwellers militantly opposing relocation to formal housing on the outskirts of cities (Waudu, 1997).

## **2.2 Regulation of private schools serving low-income families**

The researcher sets out some of the findings of a research project carried out from November 2001 to December 2002, in private unaided schools serving low-income families in the metropolitan twin cities of Hyderabad and Secunderabad, in the state of Andhra Pradesh, India. The original project's aim was to identify ways to assist with capacity building and improvement in private schools aimed at low-income families in India. This brief included an examination of the regulatory environment, its impact on the private schools and its potential reform. The specific focus of this research is the extent to which this regulatory environment is conducive to entrepreneurial action and market discovery. There are three different school management types in India—government, private aided ("Grant-in-Aid" schools), and private unaided schools. Government schools are run by Pauline Dixon is a Research Associate, and James Tooley is Professor of Education Policy at the University of Newcastle Upon Tyne, England (Tooley,2003).

Government employees and owned and funded by the State. Private aided schools are run by private management, but have teaching staff funded 100% by the government and follow Grant-In-Aid codes. Private unaided schools are run by private management and receive no grants or aid from the State; they are also supposed to follow regulations specifically targeted at private unaided institutions. on private unaided schools serving children from 'notified' slum areas, as defined in the Census, (Singh 1997) .

Private unaided schools may be “unrecognized” or “recognized”; that is, if a school is ‘recognized’, then it is supposed to comply with government regulations conferring recognition status—although in practice, this is far from being the case. In this paper the term school ‘entrepreneur’ will be used for what is legally termed in Andhra Pradesh the school ‘correspondent’; that is in practice the person who runs and manages the school (although technically, because of the regulations on profit, each school belongs to an education ‘society’, rather than to any proprietor). The research has found that the ‘correspondent’ has the characteristics and qualities of the ‘entrepreneur’ in Austrian economics. That is, the entrepreneur is regarded as a speculator, dealing with uncertain events, anticipating the future demands of the consumer. He will be successful in accumulating personal profit only if he recognizes and anticipates future events unnoticed by others. The entrepreneur’s activities determine the employment of the factors of production under the sovereignty of the consumer. Entrepreneurship is the ability to see what others cannot, with the entrepreneur driving the market process. These meanings provided by Austrian economics correspond with the role of those who manage and run the private schools in the low-income areas that participated in this case study. These ‘correspondents’ search for profit, as well as new and innovative methods to serve the consumer well, and are the driving force in the private school market, driven by the competitive nature of the sector, as well as profit and consumer demands (Godfrey, 2003).



### **2.3 The Relation between School Success and social-economic success conditions of slum dwellers**

Hundreds of thousands of people live in the expansive slums of Kenya capital city, Nairobi, most of who migrated from their rural homes to escape poverty, only to encounter hardship, squalor and exposure to disease.

The evidence that the educational performance is linked to socioeconomic background is clear and irrefutable. The advantage of the children of the relatively affluent over those of the poor are enormous. The research of Bowles and Gintis makes the point that socioeconomic background determines how much education one receives. They found that people in the lowest 10 percent in socioeconomic background with the same average IQ scores as people in the highest 10 percent will receive an average of 4.9 fewer years of education (Bowles and Gintis, 1976).

Christopher Jencks and his associates have added to the work of Bowles and Gintis, providing the most current and methodologically sophisticated analysis of the determinants of upward mobility in their book (Jencks et al., 1979).

Among their finding findings is the educational attainment, especially graduation from college to latter success; but it is not so much what one learns in school as obtaining of the credential that counts. Most important, the probability of high educational attainment is closely tied to family background (Kominiski and Adams, 1993).

The Coleman report, an analysis of all form one, form two, form three,

and form four pupils in Nairobi schools , noted that children from the rich families surpass children from the poor families in various achievement areas and that the gap is increasing the longer they remain in the school (Coleman, 1966).

The schools for that the pupils of the richer families attend are better prepared than for the lower-class children. Indeed, it could be further be said that, the school experience is tailored for, and the stacked in favor of, the middle-class child. The cause-and-effect relationship between the lack of skills and experience found among lower-class children and the condition of the lower-class life has yet to be delineated (Gendler, 1989).

Children from poor families perform poorly in school than Children from the richer families. Among the reasons are the benefits that come from economic privilege. Poor parents, most without health insurance, are unable to provide parental care, which increases the risks of the babies being born at the low birth weight, a condition that may lead to learning disabilities. As these poor children age, they are less likely to receive less adequate nutrition, medical care, and a safe and secure environment. These deficiencies increase the probability of their being less alert, less curious, and less able to interact effectively with their environment than are healthy children (Wisler, 1998).

Children of the affluent are also advantaged by being more likely to attend early childhood development programs, which prepare children for school. Children from poor families, on the other hand, while eligible for Head Start, find such programs unavailable for many of



them. Poor children are also more likely than the children of affluent to attend schools with poor resources, which as it has been noted, means that they are less likely to receive an enriched educational experience. Similarly, most poor young people live in communities where opportunities to apply academic skills and build new ones are either not available or not accessible. Poor teen are more likely than their wealthier peers to fall behind in school. Among 16-year-olds who have lived at least half of their lives below the poverty line, many of them have repeated at least one class, a rate twice as great as for children whose families had never lived in poverty (Children's Defense Fund, 1989).

The level of affluent has also affected how long children will stay in school, because schools even public schools are costly. These financial demands pressure youngsters from poor families to drop out of school prematurely to go to work. The children from middle and upper classes, not constrained by financial difficulties, tend to stay in school longer, which means better jobs and pay in the long run (Horn, 1987).

"Male residents usually do not have any choice but to become day laborers, hawkers, domestic workers in the middle-class areas or the city centre, and sometimes get involved in other risky professions, like pick-pocketing, drug-selling or selling sex," said Nelson Seruma, of the Nairobi Christian Caring Community (NCCC), a community-based organization working to reduce the spread of HIV/AIDS in the slums.

Kibera is one of the capital's most populous informal settlements, where thousands of small corrugated iron dwellings are built so close

together that their inhabitants lack any privacy. Jackson Kakuba, 28, rents a one-roomed house that has no toilet facilities, and complains that the neighbor's children use the trench in front of his house instead. "What can I do? Here I am paying 300kshs shillings [US\$5] per month, elsewhere I would pay much more." Frustration born of poverty pushed many slum residents into desperation, said Seruma. "Consequently, they become drug abusers, and buyers or sellers of sex at various pubs in the areas, and become more vulnerable to HIV infection."

## **2.4 The Problems Faced by Private Schools, quality of education and student achievement.**

### **2.4.1 Classrooms and Environment**

In the slums of Nairobi, Kenya, private schools are made from the same materials as every other building: corrugated iron sheets or mud walls, with windows and doors cut out to allow light to enter. Floors are usually mud, roofs sometimes thatched. Children will not be in uniform and will usually be sitting on homemade wooden benches. In the dry season, the wind will blow dust through the cracks in the walls; in the rainy season, the playground will become a pond, and the classroom floors mud baths. Teaching continues, however, through most of these intemperate interruptions (Acton Aid, 1996).

The largest slum in all of sub-Saharan Africa, Kibera has, according to various estimates, anywhere from 500,000 to 800,000 people crowded into an area of about 630 acres, smaller than Manhattan's Central Park. Mud-walled, corrugated iron-roofed settlements huddle along the old Uganda Railway for several miles and crowd along steep narrow

mud tracks until Kibera reaches the posh suburbs. In Nairobi's two rainy seasons, the mud tracks become mud baths. In this setting, there are about 76 private primary and high schools, enrolling more than 12,000 students. The schools are typically run by local entrepreneurs, a third of who are women who have seen the possibility of making a living from running a school. Again, many of the schools offered free places to the poorest, including orphans.

The research shows that, many private-school proprietors were feeling the effects of so-called Free Primary Education (FPE), introduced by the Kenyan government in January 2003 with great fanfare and a \$55 million grant from the World Bank. In fact, when asked by ABC anchorman Peter Jennings which one living person he would most like to meet, former president Bill Clinton told a prime-time television audience that it was President Mwai Kibaki of Kenya, "Because he has abolished school fees," which "would affect more lives than any president had done or would ever do by the end of this year." Indeed, official sources estimated that an extra 1.3 million children would be enrolled in public schools after the introduction of FPE: all of them children, it was said, not previously enrolled in school (Wilson, 2007).

The reality may be very different. Private-school owners in Kibera alone reported a total enrollment decline of some 6,500 after Free Primary Education was initiated; some schools closed altogether. It has been estimated that about 4,500 children had been enrolled in 25 schools that we confirmed had closed as a result of FPE. At the same time five government primary schools on the periphery of Kibera that served the slums reported a total increase of only about 3,300 children during this period. That is, since the introduction of free elementary

education, there appeared to have been a net decline in attendance of nearly 8,000 children from one slum alone! Clearly, these figures are based on the reported decline by school owners and may be exaggerated. But they also suggest the possibility that government and international intervention had the effect of crowding out private enterprise.

#### **2.4.2 Private Education for the Poor Is Low Quality**

It is a common assumption among development experts that private schools for the poor are worse than public schools. This is not to say that they have a particularly high view of public education. Indeed, the World Bank's *World Development Report 2004: Making Services Work for Poor People* calls public education a "government failure," with "services so defective that their opportunity costs outweigh their benefits for most poor people." Yet this just makes the experts' dismissal of private schools for the poor all the more inexplicable.

The *Oxfam Education Report* published in 2000 is typical. While the author acknowledges the existence of high-quality private providers, he contends that these are elite, well-resourced schools that are inaccessible to the poor. As far as private schools for the poor are concerned, these are of "inferior quality"; indeed, they "offer a low-quality service" that is so bad it will "restrict children's future opportunities." This claim of low-quality private provision for the poor has also been taken up by British prime minister Tony Blair's Commission for Africa, which recently reported that although "Non-state sectors ... have historically provided much education in Africa," many of these private schools "aiming at those [families] who cannot

afford the fees common in state schools ... are without adequate state regulation and are of a low quality.”

However, these development experts have little hard evidence for their assertions about private-school quality. They instead point out that private schools employ untrained teachers who are paid much less than their government counterparts and that buildings and facilities are grossly inadequate. Both of these observations are largely true. But does that mean that private schools are inferior, particularly against the weight of parental preferences to the contrary? One Ghanaian school owner challenged me when I observed that her school building was little more than a corrugated iron roof on rickety poles and that the government school, just a few hundred yards away, was a smart new school building. “Education is not about buildings,” she scolded. “What matters is what is in the teacher’s heart. In our hearts, we love the children and do our best for them.” She left it open, when probed, what the teachers in the government school felt in their hearts toward the poor children.

### **2.4.3 Facilities and Resources**

Certainly, in some countries the facilities in the private schools are markedly inferior to those in the public schools. In China, the research indicates that the location of a public school in the village nearest to private school is often many miles away, private-school facilities are generally worse than in those publicly provided. This is predictable, given that the private schools undercut the public ones in fees and served the poorest villages, where there are no public schools. In Gansu province, the research further indicates that desks are available

in classrooms in 88 percent of private schools, compared with 97 percent of public schools; 66 percent of private schools have chairs or benches in classrooms, compared with 76 percent of public schools (Collins, 2004).

In Kenya, parallel results would be expected, given that the private schools surveyed are located in the slums, while the public schools are on the periphery, accommodating both poor and middle-class children. However, given that there were only 5 government schools on the periphery of Kibera, but 76 private schools within the slum, statistical comparisons would make little sense (USAID, 2005).

In Hyderabad, however, on every input, including the provision of blackboards, playgrounds, desks, drinking water, toilets, and separate toilets for boys and girls, both types of private schools, recognized and unrecognized, are superior to the government schools. While only 78 percent of the government schools have blackboards in every classroom (finllad, 2003).

#### **2.4.4 School Dropping out**

If many students are passive in class, others are not there at all. The problem of dropping out-quitting school before completing a high-school leaves young people (many of whom are disadvantaged to begin with) ill-equipped for the world of the work and at high risk for poverty.

On the surface, dropping out of school stems from low academic achievement, but there are many reasons students reach this point. For many pupils in the slum, limited ability to speak English-and,

therefore, to comprehend the material being taught, is the basic problem (Suro, 1990).

For girls, becoming pregnant can transform school into an insurmountable barrier. For both boys and girls who are poor, the need to work sometimes crowds out the time and energy needed to do homework and go to class. Disproportionately, young people who dropout of school have parents with little schooling themselves-Thus, low educational achievement often takes the form of a multi-generational cycle of disadvantage. For young people who drop out of school in credential-based society, the risks of unemployment or becoming stuck in a low-paying job are easy to imagine. Faced with this reality, approximately one-third of those who leave school, return to the classroom at a latter time.

#### **2.4.5 School Discipline**

Adults in the United states overwhelmingly think that schools should personal discipline (N.O.R.C., 1991). But many suspect that the job is not being done properly. This suspicion is supported by some distributing facts. The government estimates that several hundred thousands students and at least one thousands teachers are physically assaulted on the school ground every year. About one-fourth of the student attending schools in the cities voice the fear of being attacked going to or from school; roughly the same proportion claim they fear physical attack while in school. The National Education Association reports that three-fourth of their members consider discipline to be a major problem in their classrooms (McGrath, 1984).

Such disorder is not necessarily the fault of the schools. The classroom is only a small part of a large-and often violent-society. Nairobi Kibera is among the most violent in world, and disorder is epidemic in communities of desperately poor. In large cities, like Nairobi, for example, more than half the children who attend public schools live in households below the poverty line. Inevitably, much violence spills over into the schools. Nevertheless schools do have the power to effect change for the better. Early this year, for example, Mathare High school in Nairobi was plagued by violence, drug abuse and vandalism. In month of April, Francis Kamau became principal and set out to instill discipline and improve the school's view of itself. Officials refurbished the building to improve its physical appearance, and Kamau and his staff held students personally responsible for any disorder. Gang leaders, at the centre of much of the disruption were informed that violence would be suppressed by all means necessary. These changes brought a remarkable turnaround: Mathare High school is now getting on with the business of education (McGrath, 1984).

Example of such constructive change can be found through out the country. The key to success appears to lie in firm disciplinary policies, supported by parents and, when necessary, law enforcement officials (Burns, 1985).

Schools are likely to solve problems of violence and drug abuse that have roots deep in the society itself (Reed, 1983), but they can broaden their power to control violence by forming alliances with parents and community leaders.



## 2.5 Gender and Education

Title IX of the higher education Act of 1972 stipulates, "No person in the united state shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance". The only exemptions are single-sex institutes, religion institutes, and military academies. Even in these institutions, the exemption of the women (or men) is increasingly being challenged, as the case of Shannon Faulkner, who sought the gained admission to the Citadel in 1994, shows. Historically, those women who became well educated did so to become teachers. Accustomed to teaching in the home, women seemed a logic choice to fill the nation's schoolhouses. Although women predominated in numbers, they earned one-half the salary of men and were excluded from higher educational institutes. World war I increased nation's productivity, and as a result the need for white-collar labor. As the percentage of women workers increased, so did the number of women receiving bachelor's degrees. In 1920, for example, women received 34 percent of the degrees given, but many people were still skeptical about educating women because education was seen as leading to feminist. Opposition to women education was based on the belief that educated women would become dissatisfied with their traditional roles. Oddly enough, there was certain claim to this claim, although it did not become evidence for sometime. The expansion of women's education in the post world war II period led to more educated women, but it did not increase the income equality between women and men. The resulting "revolution in rising

expectations" is one source for the reemergence of feminism during this period (Citadel, 1994).

Women have not only become equal to men in the amount of education they receive but at some levels surpass them. Have we, however, created gender quality in education? Most people would say no. In an important report entitled *how schools shortchange Girls*, a team of researchers in 1992 concluded that girls are not receiving the same quality of education as boys. Beginning with the preschools and elementary schools and continuing through post-graduate education, women and girls are discouraged from pursuing subjects that most likely lead to good jobs, they are taught in the ways that deflate their self-esteem, and they are ignored in the content of what is learned (Mansnerus, 1992).

Within schools, boy's and girls' intellectual skills are still shaped in ways considered appropriate to their gender roles. Girls, for example, excel at reading, writing, and mathematics in the early school years, but in high schools girls' scores on standardized achievement tests, relative to those of boys, tend to drop especially in Mathematics. Mathematics becomes identified as a male domain, even though in the elementary and early secondary years of schooling boys and girls report liking Mathematics equally. Young women begin taking mathematics courses, and since mathematics inability seems to be a function of the number of the courses taken, their mathematics achievement eventually declines relative to boys'. Different in Mathematics achievement between girls and boys really matter, since mathematics aptitude has such a strong effect on eventual career outcomes (Rachlin, 1989).

Gender expectations in schools are communicated in variety of ways from both peers and teachers. As peers, children's expectations for each other are typically based on social scripts that teach boys and girls are different. Within schools, peer relationships in the classroom and in the schoolyard are a powerful source of gender socialization. Teachers, too, communicate gender expectations to students in subtle as well as overt ways. Expecting girls and boys to show different proficiencies because of their gender is oftenly enough to produce such a difference (Mullins, 1992).

## **CHAPTER THREE**

### **Research Methodology**

#### **3.1 Design**

This study adopted descriptive research design. Both qualitative and quantitative methods were used. The quantitative technique was employed to collect and analyze data on problems of managing the private schools in the slum areas. The qualitative technique was equally employed to assess academic performance in selected schools of Kibera slum, Nairobi district.

#### **3.2 Environment**

The study was carried out in the Kibera slum areas of Nairobi district

#### **3.3 Population and Sampling**

This researcher collected the data from teachers from both private and public schools, Parents, school managers, seeking information on family background and school performance of the students. Slum dwellers from the same locality, were also included, the researcher visited 5 government schools on the periphery of Kibera, and 5 private schools within the slum.

These schools were selected because being located in the center of the Kibera slum, it was easy to obtain information from the respondents without much oppositions. Also very important to the researcher, the students from this area are more vulnerable to the problems of slum life and therefore the first hand information was obtained. Teachers were selected at random; this also included the school managers who

being the head of the schools could be holding the highest authority and play a major role as policy makers. The students were randomly sampled to give the primary information these children were actively participate in filling the questionnaire. The researcher needs ten children from different schools of Kibera slum area. The researcher thereafter divided the number of students by ten (10), for example if in one school there were 80 children, the researcher divided  $80/10=8$ , then randomly selected the first one from number 1-8 and then picked every eighth student until he gets ten and then use the same process for the other schools.

### **3.4 Research Instruments**

The Researcher employed questionnaires, as tools for collecting data from the sample population. The questionnaires were consisting of both open and close ended questions.

The researcher found out that the quickest and best way of obtaining the information about children is to ask them in writing, hence the need of questionnaires and also through interviewing them orally. The interviews and questionnaires (surveys) were therefore being a very important tool to find out about children's experience in the slum life, and education. The interview with the parents took place face-to-face the researcher personally distributes the questionnaire to make sure that they are well and correctly distributed. These questionnaires were printed form and very simple to be understood by the parents as well as children in the slum areas because most of them do not understand English very well, the respondents were asked to them out. Filled the questionnaires two types of questionnaires be used

- (1) Questionnaires for teachers (10items)
- (2) Questionnaire parents (50 items)
- (3) Questionnaire for Children (100 items)

### **3.5 Data Collection Procedures**

The Researcher obtained an introductory letter from the Institute of Continuing and Distance Studies. This enabled the researcher to go to the field to carry out the study. The researcher personally distributed and supervised the filling of the questionnaires by the pupils and slum dwellers. This was done with the help of the school authorities. The questionnaires for the teachers were left with the head teachers or deputy who was later distributes them to the teachers. They were collected back after two weeks. The interviews with the head teacher were held in his/her office on appointment since she is a very busy person.

The researcher also visited few homes in the Kibera area to conduct the research with the parents. Parents were interviewed because some of the do not know how to read and write, but incase of those who can read and write, 50 items of questionnaires were used to ease the work of the study.

### **3.6 Statistical Treatment of the Data**

#### **3.6.1 Quantitative analysis**

Data was categorized according to the research variables. Data was coded in sheets from which it was keyed in the computer. Quantitative data generated from questionnaires were being computed into frequency counts and percentages using the formula below;

$$\text{Percentage (\%)} = \frac{F}{\text{Total No. of Respondents}} \times 100$$

Where F= No. of Respondents observed

#### **3.6.2 Qualitative Analysis**

Data from semi-structural, observation, and in-depth interviews were standardized hence don't require categorization. Such data was presented in a descriptive form and used to discuss the results of the quantitative data.

## **DEFINITION OF KEY TERMS**

**Motivation:** This refers to the way urges, aspiration, drives and needs of human beings direct or control or explain their behavior. It may simply be described as keenness for a particular pattern of behavior

**Academic performance:** This is the result of individual's understanding of concepts delivered to him in the learning process.

**Science:** This refers to knowledge about the structure and behavior of the natural and physical world, based on facts that you can prove, for example by experiments".

**Intrinsic motivation:** This is theory of motivation that does not involve the use of apparent rewards.

**Education:** This is a socialisation process whereby individuals acquire necessary skills, knowledge and abilities that enables them to take-up specific roles in society.

**Self-regulation:** The term applies to students who understand their own thoughts and emotions related to learning, and are able to control and focus these thoughts and emotions on the task.

### **Self-Efficacy**

This is a motivational theory that is primarily concerned about learners' confidence, their personal view of their abilities, and their tendency to attribute success to active engagement in learning. Confidence and controls are key words.



## CHAPTER FOUR

### **ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

This is the reporting chapter of this dissertation in which the researcher presented the data, discussed and interpreted those data. The purpose of the study was to determine the problems faced by private schools in the slum under selected areas of Kibera slum, Nairobi. Kenya

Also included in the study is the academic performance of both private and public schools in the slum. The analysis of the data is presented in this chapter according to the following topics:

- 4.1 Characteristics of Slum Areas in Nairobi
- 4.2 The Regulation of private schools serving low-income families
- 4.3 School success and social-economic condition
- 4.4 The Problems Faced by Private Schools
  - 4.4.1 Classrooms and Environment
  - 4.4.2 Private Education for the Poor Is Low Quality
  - 4.4.3 Facilities and Resources
  - 4.4.4 School Dropping out
  - 4.4.5 School Discipline
- 4.5 Gender and Education

## 4.1

**Table 2: Characteristics of Slum Areas in Nairobi**

<b>Characteristic</b>	<b>Agree</b>		<b>Disagree</b>	
	Frequency N=100	Percentage %=100	Frequency N=50	Percentage %=100
The population of Kibera is roughly 1 million people.	70	70	30	30
There are no residential buildings over a single storey in Kibera slum	60	60	40	40
The average home size in Kibera is 3 meters by 3 meters or less than, with an average of five persons per dwelling	60	60	40	40
The use of flying toilets, contribute highly to contamination of the slum with human and animal faeces.	80	80	20	20
The combination of poor nutrition and lack of sanitation accounts for many illnesses	90	90	10	10

**Figure 1 View of Kibera**



**Figure 2 Kibera is heavily polluted by soot, dust, and other wastes**



Kibera is roughly 2 Kilometers squared with an estimated population of 1 million people as 70 % of the respondents indicated. There are no residential buildings over a single storey this is confirmed so 60% of

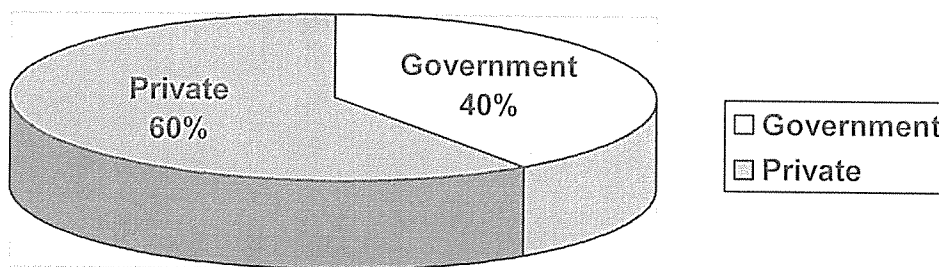
Kibera slum dwellers. It is also indicated by 60 % of the people that the average home size in Kibera is 3 meters by 3 meters, with an average of five persons per dwelling. Urban services such as water or sanitation are minimal. There is an average of one pit latrine for every 50 to 500 people.

Kibera is heavily polluted by soot, dust, and other wastes. Open sewage routes, in addition to the common use of flying toilets, also contribute to contamination of the slum with human and animal faeces see figure 2. The combination of poor nutrition and lack of sanitation accounts for many illnesses; this is being confirmed by 90% of the respondents. Not only are death by disease and conflict common inside this slum, but it is estimated that 1/5 of the 2.2 million Kenyans living with HIV live in Kibera.

## 4.2 Regulation of Private schools

### Kibera slum 2006-2007

Percentage of pupils in each sector



Official percentage of pupils in each sector in Kibera slum

#### 3.1. How many private Schools are there In Kibera?

Private schools in Kibera are not a small-scale phenomenon. Official figures from the Kibera slum shows that 60 % of the total students are enrolled in the private sector, with 42% at nursery school, 61 % at primary school and 15 % high school level. There are also three times as many teachers in the private sector as the government sector. Altogether, the official figures shows almost 1000 private schools in the Kibera slum , or 70% of the total number of schools (See figure 1 and 2, and tables 2-3).

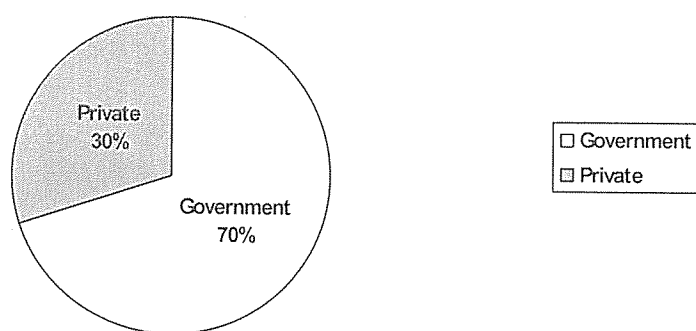


Figure 2. Official percentage of institutions In each sector

Table 2. Kibera schools: Public and Private school Pupils (2007-2008).

Table 2. Enrollment in Kibera schools: Public and Private School pupils, 2005

Type/ Management	Nursery schools	Primary schools	High schools
Government/public	110	103	13%
	58%	22%	
Private Schools	223	214	87%
	61%	78%	
<b>Total</b>	<b>998</b>	<b>908</b>	<b>90</b>

Source: Data obtained in writing from DEO ok Kibera

Table 3. Number of Institutions, 2007

Type/ Management	Nursery schools	Primary schools	High schools
Government/public	110	103	13%
	58%	22%	
Private Schools	223	214	87%
	61%	78%	
<b>Total</b>	<b>998</b>	<b>908</b>	<b>90</b>

Source: Data obtained in writing from DEO ok Kibera

Table 4: Public and Private School Teachers, (2005-2007)

Type/ Management	Nursery schools	Primary schools	High schools
Government/public	110	103	13%
	58%	22%	
Private Schools	223	214	87%
	61%	78%	
<b>Total</b>	<b>998</b>	<b>908</b>	<b>90</b>

Source: Data obtained in writing from DEO ok Kibera

### 4.3 The Relation between School Success and social-economic

The pie chart in Figure 3 shows that 6% of the families in this research have a monthly *family* income (i.e., including all those members of the family who are earning) of Kshs. 100/- or less (\$17.86), 25% have a monthly family income of between Kshs. 100/- and Kshs. 200/- (\$35.71–\$71.42), 30% have a monthly family income of between Kshs. 200/- and K shs. 300/- (\$71.42–\$107.14). Only 39% of the families that participated in this research received a family income (i.e., from all working members) above Kshs. 300/- per month (\$107.14).



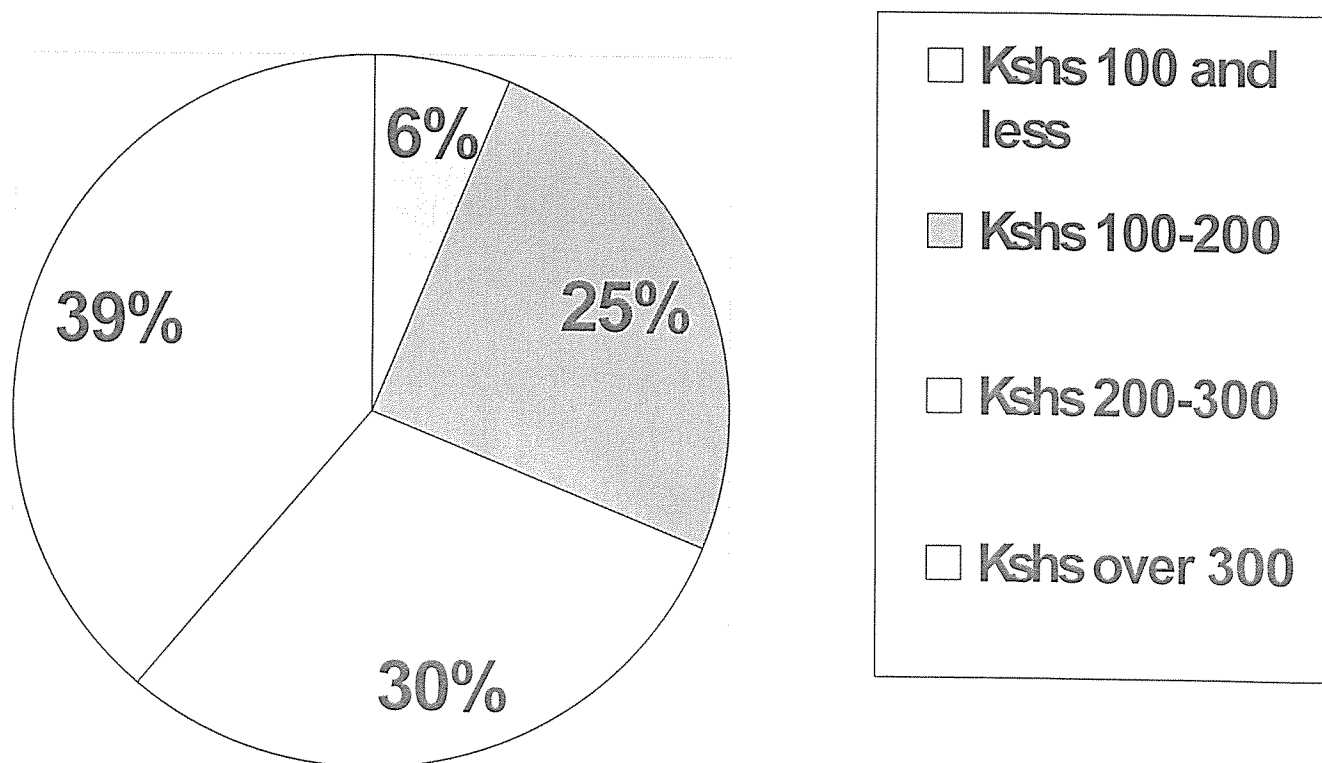


Table 3 Relation between School Success and social-economic

Social-economic	Agree		Disagree	
	Frequency N=100	Percentage %=100	Frequency N=100	Percentage %=100
The advantage of the children of the relatively affluent over those of the poor are enormous				
Socioeconomic background determines how much education one receives.				
children from the rich families surpass children from the poor families				

Opinion	Agreed		Disagree	
	Frequency N=100	Percentage %=100	Frequency N=100	Percentage %=100
The evidence that the educational performance is linked to socioeconomic background is clear and irrefutable	80	80	20	20

#### Enrollment in local colleges, 2005

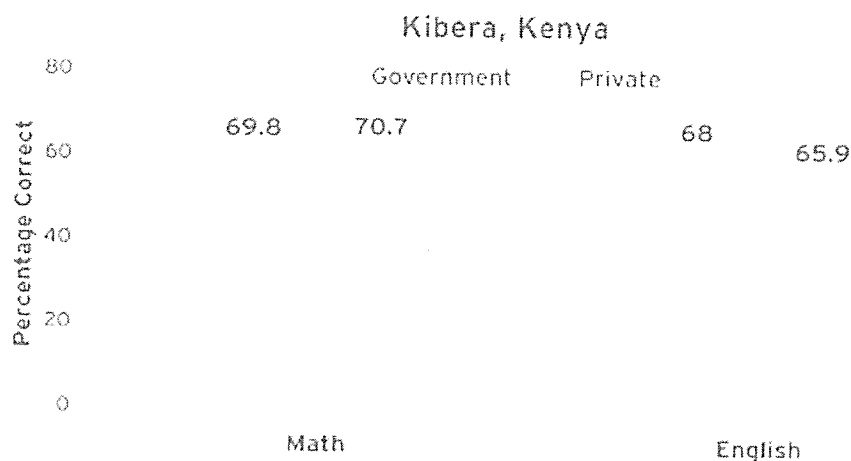
Educational Standard	Percentage of Husband	Percentage of Wives
No schooling	14%	29%
Up to III Standard	3%	4%
Up to V standard	5%	11%
Up to VIII Standard	17%	18%
Form VI	33%	28%
College	18%	6%

Degree	9%	2%
Post graduate	1%	0%
Missing Data	0%	2%
Total	100%	100%

Source: Fictitious data, for illustration purposes only

Parents' educational achievement is a good indication of the children's background. The data show that, of the 315 parents who participated in the research, 14 per cent of fathers and 29 per cent for the mothers have had no schooling. The great majorities of the mothers (62 per cent) have had either no schooling or are educated up to grade VII or below (see Table 5). An indication of the background of the children who attend these private schools is also given by considering their parents' employment. About 87 per cent of fathers are manual workers, some with irregular work and others undertaking jobs such as service workers, market traders, and rickshaw drivers; As would be expected in Kibera, owing to cultural norms, the majority of mothers are housewives.

### 4.3.1 The Relation between Private Success and Public success



To compare the achievement of students in public and private schools in each location where we conducted research, we first grouped schools by size and management type: government, private unrecognized and private recognized in government and private in Kibera, where the private schools are all of a similar type. As noted above, in Kibera the researcher was comparing public and private schools that were located in similar, low-income areas, while in Kibera, private schools served only slum children, and public schools served middle-class children as well as slum children. But this makes the comparisons in Kenya even more dramatic. Although serving the most disadvantaged population in the region, Kibera's private schools outperformed the public schools in our study, after controlling for background variables.

#### 4.4 The Problems Faced by Private Schools

**Table 4 Classrooms and Environment**

Problems	Agree		Disagree	
	Frequency N=100	Percentage %=100	Frequency N=100	Percentage %=100
Lack of building materials	60	60	40	40
Poor sanitary	90	90	10	10
Children do not afford uniform	70	70	30	30
There are no enough seats and pupils usually sit on homemade wooden benches	80	80	20	20
in the rainy season, the playground will become a pond, and the classroom floors mud baths	90	90	10	10

## **CHAPTER 5**

### **SUMMARY CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

The summary of the study and the general conclusions and the recommendation resulting from the research is well placed in this chapter.

#### **5.2 SUMMARY OF THE STUDY**

The problem of the study was to investigate the challenges the administration of the Private schools in the slum face.

The sample consisted of Kibera slum area. Included in the study was an attempt to identify the differences in academic performance between the private and public schools.

The subjects of the study were 100 parents who had entitled to slum life and who were facing the big problem in feeding and educating their children at the slum of Kibera. Teachers of one public school and two private schools were also involved during the study, including pupils from the three indicated schools, during the month of May, 2008. All subjects completed a survey instrument consisting of questions designed to determine demographic data and exercise habits. The data for the study were collected during the month of May and June, 2008.

Tables were used to determine the response of the slum dwellers, who included the parents of the pupils in the three selected schools and their teacher. Various pictures also demonstrated the life in the slum.

### 5.3 Conclusion.

Within the limitation of the study, the researcher had several conclusions;

First, Kibera is a very congested slum with population of about 1 million people living there. This was found to be a bad situation for the growing children since their health was in danger. Schooling in this region is found to be complicated and since the parents were living below the poverty line, they also found it hard to provide better education for their children. There were no residential buildings over a single storey in the slum and the average home size was 3 meters by 3 meters, with an average of five persons per dwelling. Urban services such as water or sanitation were minimal and an average of one pit latrine for every 50 to 500 people.

The researcher noted that, most of those who migrated from their rural homes to escape poverty, only to encounter hardship, squalor and exposure to disease. These people find it hard to educate their children. Since the study indicated evidence that the educational performance is linked to socioeconomic background is clear and irrefutable. The advantage of the children of the relatively affluent over those of the poor are enormous.

Figure one shows how congested Kibera is, this is a bad situation for the growing children since their health is in danger. Schooling here is so complicated and since the parents are living below the poverty line, they also find it hard to provide better education for their children. In the major slum, and the larger villages, all of them crowded and bustling, there is always a public school, usually a fine two-story building that sports a plaque marking it as a recipient of some kind of foreign aid. But researcher had to walk or hitch a ride on one of the

ubiquitous and noisy three-wheeled garbage collector vehicles to travel up the steeper mountain paths to clusters of houses in smaller villages to find the private schools. And there, nestled on mountain ridges, were muddy houses converted to schools, with the proprietor or headmaster living with his family in one or two of its rooms. Occasionally, the school had been built, by the villagers, to be used as a school. Over and over again, researcher followed these trails high into the arid mountains and, in the end, discovered a total of 5 government schools on the periphery of Kibera, and 76 private schools within the slum.

Quantitative analysis undertaken for this research via questionnaires completed in the presence of a researcher with the parents. From Kshs. 50 to Kshs 100/- per day (\$0.71—\$ 1.42), Utilizing these figures, the monthly minimum wage (i.e., working 25 days) ranges from about Kshs. 1,250/- to Kshs. 2,504/- (\$17.86 to \$ 35.71) in Kibera slum.

Our interview findings reveal the following about the parents who send their children to the case study schools: they are in general poorly educated, usually in manual labour on daily or weekly wages, with family incomes near or below the minimum wage in Hyderabad.

Although there is no national minimum wage in India, the minimum wage for certain categories of employment and skill levels is fixed by

### *3.3. Why do Parents Choose Private Schools?*

Public education is provided free, but parents in the private unaided schools have chosen to pay fees. The question that needs to be asked is why would these largely parents pay for their child's education when there is a free government alternative? The fact that the schools are English medium is very important to the parents: 96 per cent of them



indicated that this was a very important factor when they chose their child's school

as shown in Figure 4. Indeed in the government schools teaching in English medium is not authorized until Grade VI.<sup>3</sup> It is certainly not the case that these private schools catering for low-income groups simply call themselves 'English medium' in order to deceive parents and enhance the number of students patronizing their school. The research discloses a variety of innovative methods being utilized in the private schools to ensure that the children gain an understanding of English from the beginning of their school careers. This

*Figure 4. Ratings provided by parents of elements when choosing a school: English medium.*

#### REGULATION OF PRIVATE SCHOOLS 39

innovativeness includes the use of language cassettes and the avoidance of the official curriculum from Nursery to Grade 5, ensuring large amounts of time can be spent on English tuition.

Second, parents take their children out of the Free State sector and send them to the private schools because they perceive that the private sector provides a better quality of education.<sup>4</sup> 98% of the parents indicate the fact that the school is considered to be a 'good educational provider' is an important element when they chose their child's school. It is interesting to note that almost 75% of the parents stated that it was unimportant to them if there was a government alternative to which they could send their children as shown in Figure 5. They would choose the private school irrespective of the provision of a government school. 78% of the parents stated that they would

recommend their current private school to their neighbours, friends or relatives and 93% of the parents rated their school “very good” or “good” value for money.

The school entrepreneurs were asked how many major competitors they face in the market. 10 of them stated that they face 3 or more major competitors in their area. None of the entrepreneurs regarded the local government school to be a competitor, 12 indicating that the quality of government schools is too poor to be any threat.

Government official also provided their reasons for parents choosing private schools. One senior official commented: “the teachers in the private unaided schools are accountable to the parents. The parents insist on quality. The teachers in the private unaided schools are faced with the sack if they do not perform. They can easily be removed”. Another commented:

“In the private schools the manager watches the teachers all of the time. In turn therefore the teachers watch the children”. Such accountability is not present in the government schools, the officials agreed, where teachers and staff are guaranteed a ‘job for life’ owing  
*Figure 5. Ratings provided by parents of elements when choosing a school: A government school is available.*

*Source:* Quantitative analysis undertaken for this research via questionnaires with the parents.

#### **5.4 Recommendation.**

The researcher recommended that parents should consider parenting if the lives of the young one is to be at better hands. For the young children especially the new born babies, the researcher recommends the parents understand that these children change as they grow from infancy to

childhood and adolescent. Those who work should consider having time with children and watching their day to day developments. A competent parent should adapt to the child's development changes. Parents should not treat 5-year-old the same as a 2-year-old. The 5-year-old and 2-year-old have different needs and abilities. In the first year parent-child interaction moves from a heavy focus on routine caretaking-feeding, changing diapers, bathing and soothing-to later include more none caretaking activities, such as play and visual-vocal changes. During the child's second and third years, parents should often be involved in handling disciplinary matters by physical manipulations.

The researcher also recommended that the government should be concerned about the welfare of the children, it has been noted that parenting sometimes leads to abuse of infants and children. Child abuse is an increasing problem in Kenya, specifically in Alkalou. The researcher discovered that as many as 10,000 children are physically abused every year in Alkalou, location. The cases of child abuse should be reported to the law in order to take action. Divorce cases are also threat of young and growing children. Parents should reconsider the matter of divorce and weigh the impacts the divorce to the children. They should handle the problems at home in a way that it does not affect the children.

The researcher also importantly recommended the government to be concerned with the children who are dying from hunger in Alkalou location as a research of poor parenting. Some of these parents are low-income earners and are living below the poverty bottom line; procedures to feed

these people should be organized by the government as well as churches and well wishers.

Lastly, the researcher recommended the concerned parties to organize for the programs to teach the parents on how to take good care of their offspring. This could help the parents who do not provide good parenting just because they do not know. Many of Alkalou dwellers are not learned and therefore do not even know what good parenting is. Parents are blamed but not trained, Millions of new mothers and fathers take on a job each year that ranks among the most difficult anyone can have, taking an infant, a little person who is almost totally helpless, assuming full responsibility for his physical and psychological health and raising him/her so he/she become a productive, cooperative, and contributive to the society.

There should also support for the employed mothers and their families. As long as mothers have the necessary supports to engage in effective parenting, maternal employment could offer children many advantages. In dual-earning families the husband's willingness to share responsibilities is crucial. Although men assist to a greater extent , women still shoulder most household and childcare tasks. If the father helps, very little or not at all, the mother carries a double load, at home and at work, leading to fatigue, distress, and reduced time and energy for children.

## APPENDIX A

**Budget Table**

Item	Quantity	Total Amount (Ush)
Stationery	5	10,000
Equipments	5	100,000
Travel	7 trips	40,000
Lunch	7 times	30,000
Services	4	20,000
Research Assistance	5	10,000
Miscellaneous		20,000
Total		230,000

## APPENDIX B

### Time frame work table

Activity	Duration
Proposal writing	May 15-20
Familiarizing with the research area and the people	May 20-24
Collecting data	June 8-11
Analyzing the data	June 11-17
Documenting the data	June 18-22

## APPENDIX C

### QUESTIONNAIRE 1

**Dear respondents,**

I am a student of Kampala International University, carrying out a research concerning the poor management and the academic performance of private schools in the slum areas in Kibera slum, Nairobi District. I therefore kindly request you to fill the questionnaire below to facilitate my research study to success and of help to the society. Your information will be treated with a lot of confidentiality and will be highly appreciated.

Much regards

#### **Parents Questionnaire**

Is the population of Kibera roughly 1 million people very congested?

☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree

Are there residential buildings over a single storey in Kibera slum?

☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree

The average home size in Kibera is 3 meters by 3 meters or less than, with an average of five persons per dwelling.

☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree

4. The use of flying toilets, contribute to contamination of the slum with human and animal faeces.
- ☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
5. Does the combination of poor nutrition and lack of sanitation accounts for many illnesses to your children and the children of the slum?
- ☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
6. Is the advantage of the children of the relatively affluent over those of the poor are enormous?
- ☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
7. Does socioeconomic background determine how much education your children receive?
- ☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
8. Many people believe that children from the rich families surpass children from the poor families, using your own observation, are your children affected by the poor life in the slum?
- ☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree



## APPENDIX D

### QUESTIONNAIRE 2

**Dear respondents,**

I am a student of Kampala International University, carrying out a research concerning the poor management and the academic performance of private schools in the slum areas in Kibera slum, Nairobi District. I therefore kindly request you to fill the questionnaire below to facilitate my research study to success and of help to the society. Your information will be treated with a lot of confidentiality and will be highly appreciated.

Much regards

#### **Children's Questionnaire**

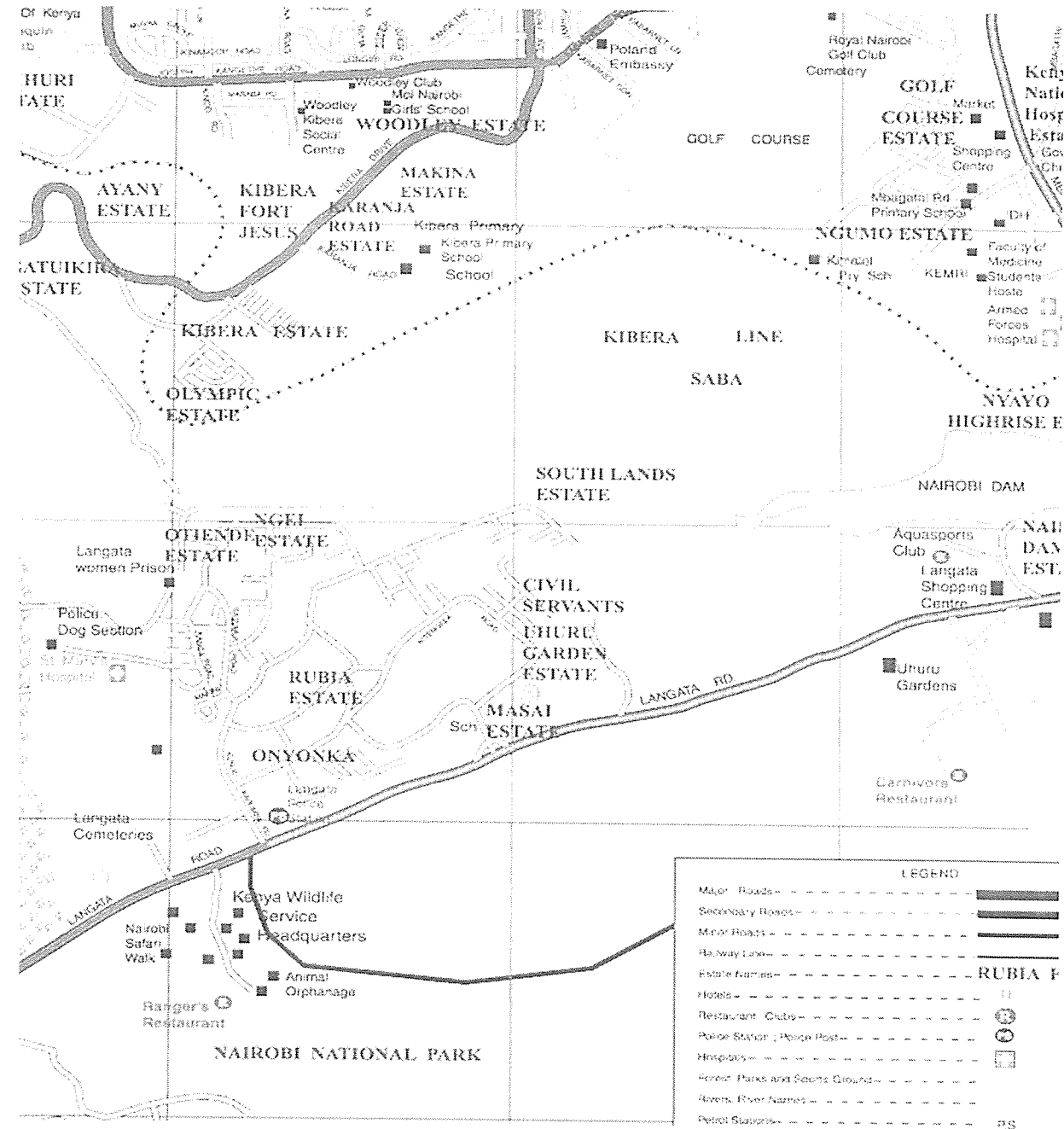
- 1 Is the population of Kibera roughly 1 million people very congested?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
- 2 There are more private schools in Kibera than public schools  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
- 3 public schools are better maintained than private schools  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
- 4 Do your parents feed you well with a balanced diet?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree

- 5 Are you comfortable in your houses or are you congested in your family?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
- 6 The government needs to do much more to uplift the lives of slum dwellers?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
- 7 Does every family in your area have a toilet of its own?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
- 8 Private schools perform better than public schools  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
9. Many people believe that children from the rich families surpass children from the poor families, using your own observation, are you affected by the poor life in the slum?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree
10. Does socioeconomic background determine how much education you receive?  
☐ Agree ☐ Strongly agree ☐ Disagree ☐ Strongly Disagree

## APPENDIX F

## RESEARCH ENVIRONMENT

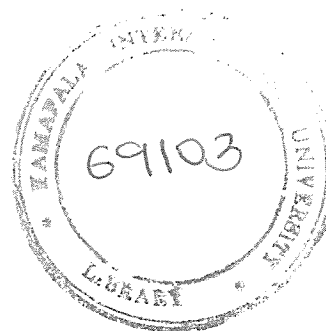
**MAP: NAIROBI DISTRICT, KENYA.**



## APPENDIX G: CURRICULUM VITAE

### PERSONAL BACKGROUND

NAME : ELENAH NYAGUTHII GACHAU  
REG. NO. : BED / 7025 / 51 /DF  
AGE : 40 YEARS  
GENDER : FEMALE  
CIVIL STATUS : TEACHER  
ADDRESS : P.O.BOX 10520, NAIROBI.  
DATE OF BIRTH : 1968  
CONTACT NUMBER: + 254721711584



### EDUCATIONAL BACKGROUND

YEAR	COLLEGE	AWARD
2005-08	KIU	DEGREE
1990-1992	KIGARI TEACHERS COLLEGE	P.1 CERTIFICATE
1987-1988	KIARITHAIN HIGH SCHOOL	K.A.C.E
1983-1986	ALLIANC GIRL'S HIGH SCHOOL	K.C.E
1975-1982	WASWA PRIMARY SCHOOL	C.P.E

TEACHING EXPERIENCE 16 YEARS

### RESEARCH TITLE

PROBLEMS FACED BY PRIVATE SCHOOLS IN THE SLUM AND  
ACADEMIC PERFORMANCE IN SELECTED AREAS OF KIBERA SLUM,  
NAIROBI DISTRIC KENYA