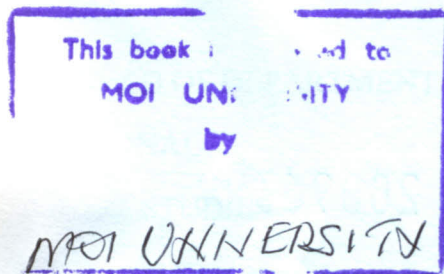


PUBLIC VERSUS PRIVATE PRIMARY SCHOOLS IN MIGORI DISTRICT:
PERFORMANCE AND QUALITY PERSPECTIVES

BY



BEATRICE O. ONYANGO



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ABSTRACT

Migori District has witnessed an upsurge in the number of private primary schools constituting 22% of the entire population of primary schools despite the introduction of Free Primary Education. This study sought to assess the existing levels of performance in both public and private primary schools, determine the factors that account for differences in performance, assess the quality of education offered in primary schools and propose strategies that would enhance the quality of education in primary schools. Similar studies have been done on the importance of quality education and factors contributing to the same. Studies focusing on a comparative look at public and private primary schools in Migori in terms of performance and quality perspective were apparently rare if not nonexistent. The study adopted the mixed design employing the descriptive survey strategy. The study population consisted of 136 primary schools. Stratified random sampling and purposive sampling techniques were used to choose a sample of 63 schools. Data was collected by use of questionnaires and an observation checklist. Data was analyzed both qualitatively and quantitatively with the aid of Statistical Package for Social Sciences (SPSS). The study established that Private schools' performance was significantly higher than that of public schools. This was because they had more adequate and properly utilized financial and physical resources, had managers committed to quality education and mobilized more support from stakeholders, had parents who had confidence in their schools and were supportive of the same, implemented the curriculum more intensively and professionally and had pupils who were also more enthusiastic to learn. The quality of education offered in both categories of primary schools was found to be wanting with the public schools' quality being comparatively lower. To improve education quality the study proposed that schools should embrace the crucial co-curricular component, adopt more learner centered and participatory teaching approaches and ensure improved and child friendly learning environments both at home and in school. These findings could be used to guide school administration and the Government on the appropriate mechanisms to employ in order to improve the quality of education. The study reveals a more comprehensive understanding of the term 'Quality' as used in educational circles. The findings could equally elicit further research on educational quality and internal efficiency and contribute to making quality education less elusive in Kenya.

