

**BALANCING ENTREPRENEURIAL MOTIVE AND PROVISION OF
QUALITY EDUCATION BY MANAGERS OF PRIVATE PRIMARY
SCHOOLS: A CASE OF ELDORET MUNICIPALITY, KENYA.**

BY

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STUDIES IN THE SCHOOL OF EDUCATION**

MOI UNIVERSITY.

MARCH, 2015

DECLARATION

I: Declaration by the Student.

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ABSTRACT

The purpose of this study was to establish balancing entrepreneurial motive and provision of quality education by managers of private primary schools from which little research has been undertaken. The study adopted Descriptive survey design and data analysis centered on descriptive statistics and inferential statistics will be used to analyze data. The study also used mixed methods of research that is qualitative and quantitative. The findings of this study were expected to contribute knowledge that would help Educational planners and policy makers formulate strategies that would enable Proprietors put mechanisms of ensuring the profit motive does not override the quality of education provided by managers of private primary schools. The study adopted the theory of Planned Behavior (TPB) was used to explain the extent to which attitudes of individuals toward entrepreneurial acts influence their entrepreneurial intentions. Stratified sampling was used to stratify Private primary schools, Simple Random sampling was used to sample Teachers from private primary schools while Purposive sampling was used to sample Head teachers and School Proprietors from private primary schools in Eldoret Municipality. The target population for this study was School Proprietors/Managers, Head teachers and Teachers from private primary schools in Eldoret Municipality. The researcher used questionnaires, interview schedule and observation check list for collecting data for this study. Descriptive statistics that was used included mode, mean and frequency while inferential statistics involving ANOVA tests and Regression Analysis since the study sought to establish balancing entrepreneurial motive and provision of quality education by Managers of private primary schools. These findings would impact on policy development with regard to private participation on private primary schools.

DEDICATION

This research thesis is dedicated to my parents, Julius Sing'oei and Florah Sing'oei for having started it all and who toiled as peasant farmers to provide meaningful education for me and hence shaping my destination.

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Any form of study demands a degree of sacrifice from various participants. The researcher is, as always, more aware of his own than that of those close to him. For their sacrifices and support therefore, I wish to thank Prof. Laban Ayiro for guiding me through the process. His enthusiasm and dedication are inspiring. In addition, I owe him a lot of gratitude for being my sounding board on my thesis as well as for always having a moment to spend shaping it. I would like to thank him for preparing me for the analysis phase. Prof. Laban Ayiro, you taught me never to measure the height of a mountain until you reach the summit, then you will see how low it was.

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God the father, God the son, Jesus Christ my saviour, my rock and my foundation and God the Holy Spirit - may the work of my hands be acceptable in Thy sight.

ACRONYMS

ADEA: African Development Education Association

ANOVA: Analysis of Variance

CEAI: Corporate Entrepreneurship Assessment Instrument

CEO: Chief Executive Officer

GDP: Gross Domestic Product

G.O.K: Government of Kenya

LOC: Locus of Control

MEO: Municipal Education Office

MOE: Ministry Of Education

MOEST: Ministry Of Education, Science and Technology

NGO: Non-Governmental Organisation

SEE: Shapero Entrepreneurial Event

SPSS: Statistical Package for Social Sciences

TPB: Theory of Planned Behaviour

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nation International Children Education Fund

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

It consisted of the following parts; background to the study, statement of the problem, purpose of the study ,objectives of the study ,research questions, hypothesis, justifications of the study, significance of the study, scope and limitations of the study, delimitations of the study, the conceptual and theoretical framework and definitions of terms.

1.2Background ofthe Study.

Quality Education

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes, and which creates for children and helps them create for themselves and others, places of safety, securing and healthy interaction (Bernard, 1999).

Schools systems work with the children who come into them. The quality of children before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support (McCain and Mustard 1999; Willms, 2000; UNICEF, 1998; Fuller et al. 1999; Carron and Chau, 1996).Studies have also been done by (ADEA, 2004; Vesper, 2006; Hopkins, 2001 & Scheerens, 2000) on characteristics of effective schools in enhancing quality of education in sub Saharan Africa. Learning can occur anywhere but the positive learning outcomes generally sought by

educational systems happen in quality learning environments. Learning environments are made of physical facilities like classrooms, libraries, playing fields, workshops, laboratories, toilets, books as well psychosocial and service delivery elements which have a strong correlation to pupil's achievement (Fuller, 1999; Carron and Chau, 1996; Pennycuik, 1993; Miske and Dowd, 1998; Willms, 2000; Sutton, 1999; and Mitchell, 1995).

Professional development can help overcome short comings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. The training of teachers can have a direct impact on student achievement (UNICEF, 2000; Anderson, 2000 and Maheshawari and Raina, 1998).

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Such support has been shown to have impact on student learning as noted in (Miske, Dowd et al. 1998). Bringing together the many dimensions that contribute to educational quality – learners, environment, content, process and outcomes – is a difficult task. There is need for continued efforts of seeking to improve the quality of education so as to expand children's right to quality education and fulfillment.

Entrepreneurial Motives and Aspirations

Within-country studies of entrepreneurial motivation, defined as the motivation to start a business, come in three types. First; there are studies of reasons, motives, or goals to start a business. This type of study, being mostly conducted in Western countries where push motives are less prevalent, reports mostly pull motives such as autonomy (also referred to as independence and freedom), income and wealth, challenge and recognition and status (Feldman and Bolino, 2000; Robichaud ,et al.

2001; Carter, et al. 2003; Wilson, et al. 2004; Van Gelderen and Jansen, 2006; Ceasar 2007). However, individuals may also be pushed into entrepreneurship (Thurik, et al. 2008). Push motives (also referred to as necessity motives) are present for example when (a threat of) unemployment forces people into self-employment. They play a major role in developing countries and also in developed countries, albeit to a lesser extent (Grilo and Thurik, 2006; Bhola, et al. 2006).

Second there are cost-benefit types of studies that try to explain the decision to start a business (Douglas and Shepherd, 2002). In this type of study, material and immaterial risks and gains are brought into some decision function. Third, there are studies on the need for achievement and the need for power (Collins, et al. 2004).

Fourth, within a free market order entrepreneurs have to take risks since the last word lies with the potential consumers. This involves an element of risk for the entrepreneur and in return for the risk he demands a reward – this is profit margin. Profits serve the dual purpose of rewarding the successful entrepreneur (that is, the person who caters best to the wants of the public) and providing capital to develop the private enterprise system has been a target of attack. Entrepreneurs are supposed to be driven by unbridled greed to maximize their profits at the expense of the services provided to their clients, (Ceasar, 2007).

We expect, when or independence, and attainment motives we expect the necessity independence and income (wealth attainment motives to be related to innovation, job growth and ambitions in the following ways; for instance when autonomy or independence is a dominant motive of becoming self-employed entrepreneurship is likely to be a vehicle to serve the freedom -related needs of the individual. It will enable a lifestyle in which one can decide oneself on goals, methods and time scheduling. Experimental research shows that intrinsic motivation is related to

creativity. Previous research at the micro level found autonomy to be related to innovation report that independence is a prime entrepreneurial motive of creating innovative ventures (Van Gelderen and Jansen, 2006).

Entrepreneurial Traits

In studies of entrepreneurship it is possible to discriminate factors that influence entrepreneurial behavior. These are individual, social and environmental factors. The Social Factors model examines the personal background, family background, stage of career (Alstete, 2002) early life experiences and growth environment, while the environmental factors model looks at the contextual factors such, as value of wealth, tax reduction and indirect benefits, timing of opportunities in the career process, the impact of market conditions (Alstete, 2002) social upheaval, supportive social and economic culture (Green,*et al.*, 1996).

In the studies by Stewart,*et al.* (1998), on the other hand, need for achievement, risk taking propensity, and innovation have been used as determinants for distinguishing “entrepreneurs” from “corporate managers” and small business owners. In this study, six personality characteristics are used to define the entrepreneurial profile of people. These are need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, innovativeness and self-confidence. These characteristics were chosen since they are frequently cited in different studies in the entrepreneurship literature.

Furthermore, the authors do consider these characteristics as capable of representing the entrepreneurial behavior of individuals. However, it should be noted that the overall results of research on these characteristics are still inconclusive. Every entrepreneur is entitled to his or her motive of starting a business, but it is recommended that one ought to balance the motives and focus more on providing customers with real value for money. A good way to balance motives is to develop

either a personal mission statement or a set of core values, and stick to it. Subjecting one to a set of core positive values will ensure one stay focused on long term objectives without been distracted by short term objectives as well as maintaining quality of education within educational enterprises (Stewart et al.,1998).

Entrepreneurial Motives and Quality Education

The sole purpose of an entrepreneur is to enhance and improve the quality of a product. The value of a product will accelerate profits and that would be the motivation of the entrepreneur and engage on environmental scanning, flexibility, value addition, innovativeness, risk taking, autonomy, and competitive aggressiveness, as noted by Ayiro (2010).

As increases in the entrepreneurial traits and motives, then the quality of education goes up within an education enterprise. An entrepreneur engages and support new ideas, novelty, experimentation, and creative processes that may result in new products, services, or technological processes, challenge competitors to achieve entry or improve position/ pursuit of opportunities in the education arena. The prime motive of an entrepreneur is to enhance and improve the quality of a product. As the value of the product is maintained then the profits would accelerate thus the quality of education goes up in an education enterprise, (Carron and Chau, 1996; and Lumpkin and Dess 1996). Entrepreneurship would allow for people to engage and expand educational opportunities via developing private primary schools and to be conducted in a business- like manner with a profit motive while the quality of education is upheld

1.3 Statement of the Problem

Over the recent years there has been rapid expansion of private primary schools with corresponding student enrolment, increase in terms of number of schools and

enrolment of pupils in private primary schools since 2003 (G.O.K, 2009). An efficient school must have qualified staff and adequate in numbers as well as the curriculum must be appropriate to the purposes of the school with adequate equipment in relation to subjects taught and activities provided. The buildings and playing fields must be suitable and should conform to the prescribed minimum requirements of health and safety standards. The school manager should be suitable and proper person to be the manager of the school (G.O.K 1980).

There is rapid expansion of this sector given the rising number of newly established private primary schools that caters for all classes of people in society. The school business is a quick source of wealth. Quality of the product is not the concern of most private schools as well as disregarding the legal requirements in the management of private schools since the profit motive surpasses the quality consideration (Ogbuagu, 2004).

Studies that affirm quality education in terms of leadership, facilities, capacity of teachers, methods of instruction and preparation of both teacher and learner, remuneration, characteristics of effective schools in Sub Saharan Africa and incentives include: ADEA (2004), Hopkins (2001), Vespov (2006), Scheerens (2000), Aghenta (1998), Ikoya (1999), Ogbuagu (2004), G.O.K (1980), Fuller (1999), Carron and Chau (1996), UNICEF (2000), Miske and Dowd, et al. (1998), Anderson (2000), Willms (2000), Bernard (1999), and Sutton (1999).

Studies that underscore the importance of entrepreneurial management facilities/motives and effective management of organizations are: Stevenson (2005), Stevenson and Jarillo (2005), Lumpkin and Dess (1996), Davidson (2006) and Wilkundi (2001). Zahra (1999) argues that entrepreneurial management enhances organization performance. Entrepreneurial management focuses on innovation,

flexibility, proactiveness, risk taking, profit making, autonomy, and competitive aggressiveness (Ayiro 2010).

It is evident from the existing literature that very few studies have affirmed balancing entrepreneurial motive and provision of quality education by school managers of private primary schools in Eldoret Municipality Kenya. The study will, therefore, attempt to fill this gap.

1.4 Purpose of the Study

The purpose of the study was to investigate balancing entrepreneurial motive and provision of quality education by managers of private primary schools in Eldoret Municipality.

1.5 Objectives of the Study

1. To assess the level of entrepreneurial practices in private primary schools.
2. To evaluate the existing curriculum implementation practices in relation to quality of education provided in private primary schools.
3. To document the balance between business interest and provision of quality education.

1.6 Research Questions

1. What is the level of entrepreneurial practices in private primary schools?
2. What are the existing curriculum implementation practices in relation to quality of education provided in private primary schools?
3. To what extent is there a balance between business interest and provision of quality education in private primary schools?

1.6.1 Research Hypothesis

H₀₁: There is no statistically significant relationship between the level of entrepreneurial practices and quality education in private primary schools.

H₀₂: There is no statistically significant relationship between the existing curriculum implementation practices and quality of education provided by private schools.

H₀₃: There is no statistically significant relationship between business interest and provision of quality education.

1.7 Justification of the Study

This study was justified on the basis that there are numerous private schools hence the need for quality education. Entrepreneurial motives tend to compromise the quality of education provided by school managers of private primary schools. Literature to date is insufficient on entrepreneurial motives and provision of quality education in private primary schools in Eldoret Municipality, Kenya.

1.8 Significance of the Study

The findings in this study will be useful to the educational planners and policy makers in identifying entrepreneurial motives that tends to override the quality of education provided by school managers in private primary schools. Policy makers and educationists for instance will find it useful in formulating strategies that will enable proprietors put mechanisms of enhancing entrepreneurial motives and maintain quality of education in curriculum implementation in private schools.

The study will sensitize the general public on the importance of quality education provided by private schools to be maintained irrespective of entrepreneurial motives of school proprietors. To the educationionists, economists and planners, the study will provide a basis for privatization programmes in education. It will help in the evaluation of private schools as a viable venture in education.

1.9 Scope of the Study

This study was basically concerned with the balance between entrepreneurial motives and quality of education provided by school managers of private primary schools. It

was conducted in Eldoret municipality between January and February 2011 using descriptive survey design since there is many private primary schools as well as the rising number of newly established schools.

1.10 Limitation of the Study

The study was reliable on self report by proprietors/managers, Head teachers and teachers. And it is not possible to check the veracity of their declarations against other measures in their respective institutions. Reliance on self report can be problematic and may threaten the validity of the findings.

It is possible that some participants were biased in their replies and in replying honestly to certain questions. Triangulation of the research methods helped overcome this limitation.

It is also possible that the use of interview guide structure may be biased. To cater for biasness, the researcher used triangulation of instruments so as to enhance the validity of the findings

1.11 Delimitation of the Study

The study was based on the following assumptions; all respondents co-operated and provided reliable information to enhance the study. The main instrument to be used was adapted response of the CEAI. It is therefore hoped that its validity in education setting was acceptable.

1.12 Theoretical Framework

The literature showed that predicting entrepreneurial behavior by modeling personality or whose characteristic has resulted in small explanatory power. The rationale behind the use of these characteristics relied on the assumption that individuals who have similar characteristics to a typical entrepreneur would behave entrepreneurially. Intentional models, on the other hand, have been suggested as a

better alternative to predict entrepreneurial motive (Krueger and Carsrud, 1993).

Intentions are conceived as immediate antecedents of actual behavior (Ajzen, 1991). Intention-based models have attracted considerable attention of researchers as they offer a great opportunity to increase our understanding and predictive ability for entrepreneurship (Krueger, Reilly, and Carsrud, 2000).

The study proposes and analyses two models in order to compare their ability to predict entrepreneurial motives. Grounded on Ajzen's theory of planned behavior, the first model derives from the model initially proposed by Bird (1988) and further developed by Boyd and Vozikis (1994) in which attitudes and self-efficacy influence entrepreneurial intentions. In this direction, the model is intended to investigate the extent to which attitudes of individuals toward entrepreneurial acts influence their entrepreneurial motives. This model also proposes that entrepreneurial self efficacy exerts a mediating role between self-perceived competencies and motives to create a new venture. The second model as a starting point the core self evaluation model proposed by Judge, Locke, Durham, and Kluger (1998), in which general self-efficacy is one of the main predictors of job satisfaction. Job satisfaction, in turn, is considered as an attitude toward one's job (Brief, 1998; Weiss, 2002). In the case of entrepreneurs, they do not have jobs in the traditional sense. Nevertheless, they indeed have jobs or tasks when they start and run a new business (Bird, 2002).

Thus, the second model examined in the present study proposes that attitudes toward entrepreneurial acts mediate the relationship between entrepreneurial self-efficacy and motives to new venture creation. The study contributed to explain the extent to which entrepreneurship can affect entrepreneurial intentions/motives through its impact on self-efficacy and attitudes.

Entrepreneurial Intention Models and Motives

Previous studies have contributed to the entrepreneurship literature by using intentional models in trying to explain the entrepreneurship phenomenon. One of these models is the Shapero's entrepreneurial event model (SEE) in which entrepreneurial intentions/motives depend on three elements: a) the perception of the desirability; b) the propensity to act; and c) the perception of feasibility (Shapero, 1982). Another well recognized model is based on Ajzen's theory of planned behavior (Ajzen, 1991). According to Ajzen, intentions/motives are explained by: a) subject's attitudes toward the behavior; b) subjective norms; and c) the subject's perception of behavioral control. Another model of intentions was developed by Bird (1988) which considers that entrepreneurial intentions/motives are based on a combination of both personal and contextual factors. Further development of the Bird's model was made by Boyd and Vozikis (1994) to include the concept of self-efficacy taken from the social learning theory. Another model was proposed by Davidsson (1995), which suggested that entrepreneurial intentions/motives can be influenced by: a) conviction, defined by general attitudes (change, compete, money, achievement, and autonomy) and domain attitudes (payoff, societal contribution and know how); conviction, in turn, is related to personal variables including age, gender, education, vicarious experience and radical change experience.

Different studies have been conducted around the models described above (see e.g. Audet, 2002; Autio, Keeley, Klofsten, and Ulfstedt, 1997; Davidsson, 1995; Krueger et al., 2000; Peterman and Kennedy, 2003; Souitaris, Zerbinati, and Al-Laham, 2007). To their knowledge, few empirical evidences have been reported regarding the effect of exposing people to entrepreneurship and entrepreneurial intentions/motives. Previous studies have suggested that entrepreneurship education

should improve the perceived feasibility for entrepreneurship by promoting self-efficacy and perceived desirability for an entrepreneurial career (Krueger and Brazeal, 1994). One study is of Peterman and Kennedy (2003) in which it was found that exposure to enterprise education affects intention/motives.

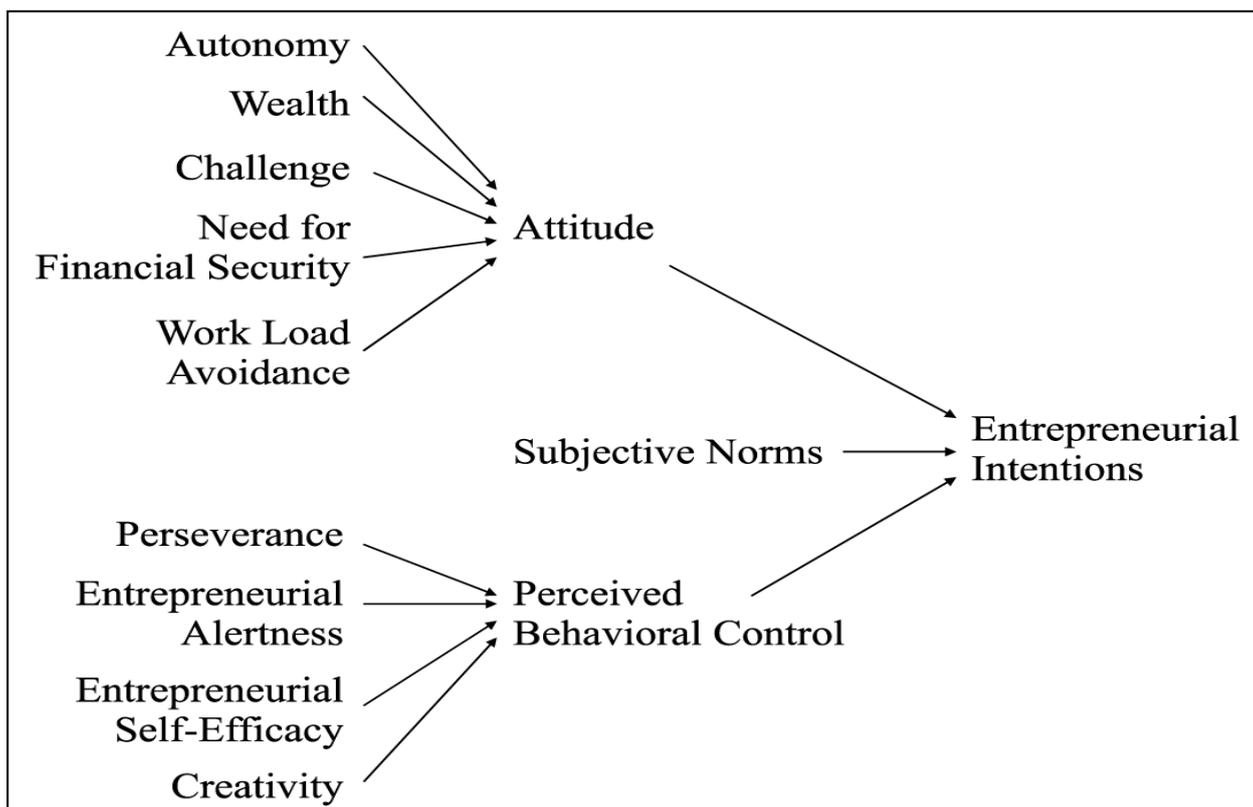


Figure 1.1 shows a summary of the model in explaining entrepreneurial intentions of individuals as shown;

Source: Ajzen, (1991).

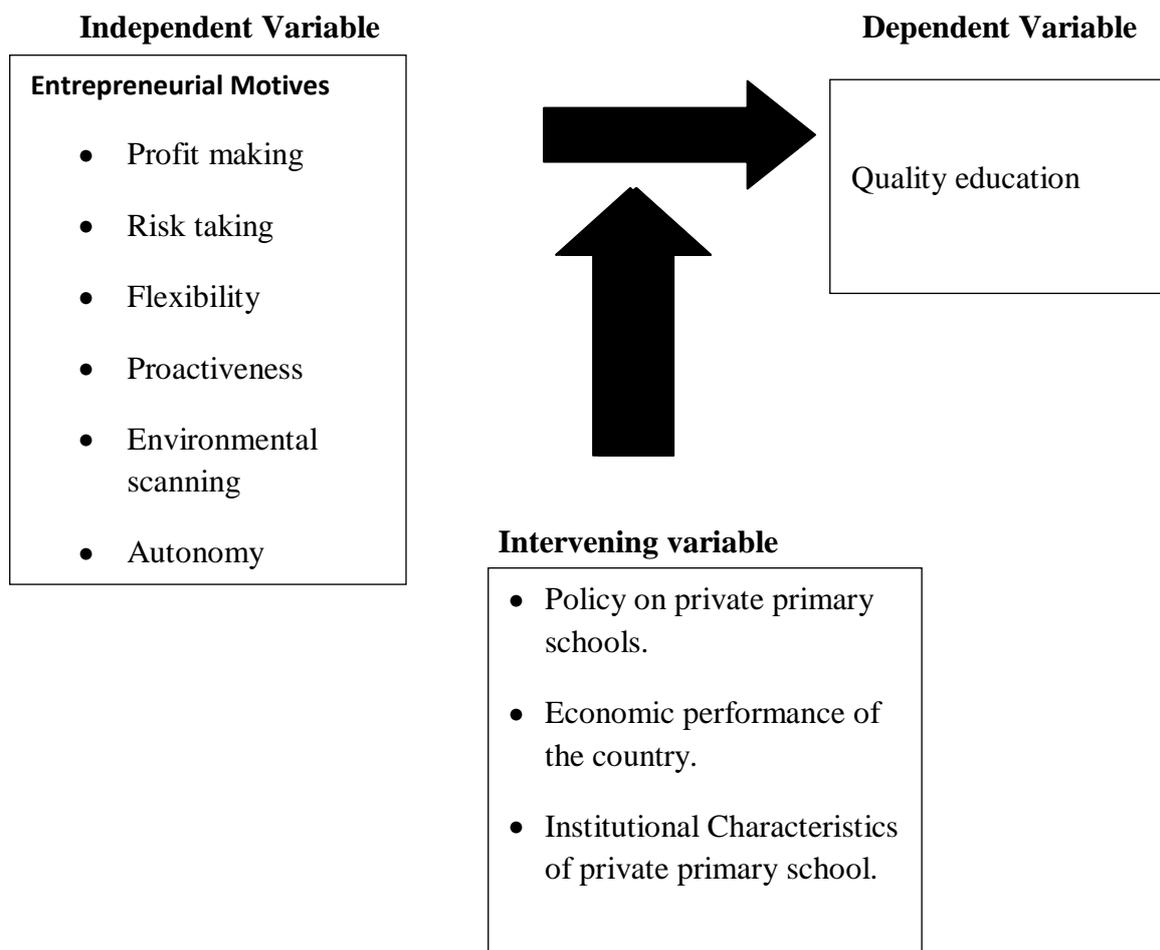
1.13 Conceptual Framework

The independent variables are the entrepreneurial traits and itemized as profit making, risk taking, environmental scanning, flexibility, proactiveness which influenced the quality of education as it is the dependent variable of the study.

From the diagram below it is very clear that there is a relationship between the independent and dependent variable. If there is balancing of entrepreneurial motives and the quality of education provided by school managers of private primary schools

then the school is said to be an efficient one. However if an entrepreneur maximizes the profits at the expense of the quality of education thus the school is said to be inefficient. Entrepreneurial motives ought to balance in the provision of quality education in private primary schools so as to enhance profitability of school proprietors as well as improve their capital base thus achieve the vision 2030.

Figure1.2 Conceptual Framework



Source: Researcher (2011).

This study therefore attempted to find out balancing entrepreneurial motives and the quality of education provided by school managers of private primary schools in enhancing entrepreneurship and profitability of their operations.

1.14 Operational Definition of Terms

Entrepreneur: An entrepreneur is someone who has possession of a new enterprise,

venture or idea and assumes significant accountability for the inherent risks and outcome.(Gartner, 1989).

EntrepreneurialMotive: It is defined as the motivation to start a business which includes pull motives such as autonomy, necessity motives such as unemployment, achievement motive and power as well as profit motive (Ceasar, 2007).

Entrepreneurial traits: These are characteristics of an entrepreneur which include flexibility, innovativeness, value addition, time conscious, and reward system, pro-active.(Thomas and Mueller, 2000).

Entrepreneurship: This is the capacity and willingness to undertake conception, organization, and management of `1a productive venture with all attendant risks, while seeking profit as a reward. (Kirby, 2004).

Efficient school: This is a school that optimizes resources for quality products. (G.O.K. 1980).

Private schools: These are defined as schools which are not receiving grants out of public funds. (G.O.K., 1980).

Quality education: This is defined as conforming to requirements and standards that enhances holistic development of the child in school. (Bernard, 1999).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presented general and related literature to the study. Specifically, the chapter comprises of the following sections: entrepreneurial motives, quality education, and summary of the literature and the gap therein.

2.2 Corporate Entrepreneurship

The concept of corporate entrepreneurship (also discussed as corporate venturing, or intrapreneurship) has been evolving for at least thirty years (Naman and Slevin, 1993); Lyon, et al. 2000). Jogaratnam (2002) conceptualized corporate entrepreneurship as embodying entrepreneurial efforts that require organizational sanctions and resource commitments for the purpose of carrying out innovative activities in the form of product, process and organizational innovations. This view is also consistent with Naman and Slevin (1993) who pointed out that corporate innovation is a very broad concept which includes the generation, development and implementation of new ideas or behaviours. An innovation can be a new product or service, an administrative system, or a new plan or program pertaining to organizational members. In this context, corporate entrepreneurship centers on re-energizing and enhancing the ability of a firm to acquire innovative skills and capabilities.

In its broadest sense, entrepreneurship involves an incremental innovation process that eventually triggers an entrepreneurial event (Bygrave, 1991). From a conceptual perspective, many advances in the field of entrepreneurship intentions and motives have occurred through examining entrepreneurship as an organizational-level

phenomenon that emphasizes “how” entrepreneurship occurs through a stratagem of organizational venues rather than “why” or “what happens” when it occurs, the latter lending perhaps undue exclusive attention to the personality of the individual (Campbell, 2004). Yet, the context of entrepreneurial behavior as an organizational-level phenomenon should be delineated to generate consistency in methodology and findings. In an effort to systematize the use of terminology in the field of corporate entrepreneurship, Sharma and Chrisman (1999) differentiated entrepreneurial activities based on those activities pursued independently and those activities pursued within the context of an organization, the former labelled “independent entrepreneurship” and the latter referred to as “corporate entrepreneurship”. The province of corporate entrepreneurship then includes two conceptually distinctive and separate arenas. The first is the creation of a new business within an existing organization, also referred to as internal corporate venturing and entrepreneurship (Pinchot, 2000). The second set of corporate entrepreneurial activities is strategic renewal (Guth and Ginsberg, 1990). The associated activities refer to efforts to revitalize, renew or transform an organization’s strategy and structure. While new businesses are not brought into being, strategic renewal usually involves innovation and creativity.

Despite the configuring of corporate entrepreneurial activities or even the intended content of actions, innovative efforts undertaken within a pre-existing organization come about through corporate strategy identified by the management. Radical or frame-breaking innovations are born out of the ability to expand or manipulate the organizational strategic context. Thus, the ability to consistently and systematically create a stream of incremental and radical innovations is wholly depended on an appropriate creative culture replete with reward systems and legitimizing processes

that encourage the entrepreneurial spirit, a process called strategic entrepreneurship (Hitt et al. 2001). While some consistency in outlining parameters seems to be evident in the field of corporate entrepreneurship, only a few validated measures of firm-level entrepreneurship exist, (Brown, Davidson and Wiklund, 2005) which is a major obstruction to concerted research efforts.

Zahra (1999) observed that “corporate entrepreneurship may be formal or informal activities aimed at creating new businesses in established companies through product and process innovations and market developments. These activities may take place at the corporate, division (business), functional, or thesis levels, with the unifying objective of improving a company’s competitive position and financial performance. Guth and Ginsberg (1990) stressed that corporate entrepreneurship encompasses two major types of phenomena: new venture creation within existing organizations and the transformation of organizations through strategic renewal. Chung and Gibbons (1997) point out that when the factors in the external environment and the internal organization interact, managers are challenged to respond creatively and act in innovative ways. Thus, established organizations seeking to “refocus” or “transform” themselves through entrepreneurial behaviours and actions are finding the challenges daunting but the outcomes productive. Barringer and Bluedorn (1999) suggested that increasingly, entrepreneurial attitudes and behaviours are necessary for firms of all sizes to prosper and flourish in competitive environments. In order to be successful in implementing a Corporate Entrepreneurship strategy, organizations should focus on whether or not their environment facilitates successful implementation.

Within the past twenty years, more focus has been given towards a fundamental shift of entrepreneurship from more common forms of definitions, which include individual risk taking, and innovation and more directed to research dedicated towards

the study of the ability of organizations to innovate and diversify (Dube and Renaghan, 1999).

Vesper (1984) defined Corporate Entrepreneurship viewed broadly as two types of distinct phenomena and processes: (1) the birth of new business within an existing organization, whether through joint ventures/alliances or internal innovation; and (2) the transformation of organizations through strategic renewal using resource based allocation.

One of the more contemporary definitions of Corporate Entrepreneurship was developed by Covin et al. (2000) and states that CE includes situations where (1) an established organization enters a new business; (2) an individual or individuals champion new corporate ideas within a corporate context; and (3) an entrepreneurial philosophy permeates an entire organization's outlook and operations.

Within the realm of Corporate Entrepreneurship it is noted that definitions directed towards the description of 'organizational innovation, risk taking, diversification, and organizational empowerment' have been titled in various ways such as: corporate venturing (Bird, 1992), intrapreneuring (Pinchot, 2000), internal corporate entrepreneurship and strategic renewal. According to Sharma and Chrisman (1999), both strategic renewal and corporate venturing suggest changes in either the strategy or structure of an existing organization, which may involve innovation. Further stated, strategic renewal may involve the reconfiguration of an existing organization while corporate venturing may involve the creation of new businesses.

According to Covin et al.(2000) Corporate Entrepreneurship, has long been recognized as a potentially viable means of promoting and sustaining organizational competitiveness. They also posit that Corporate Entrepreneurship can be used to improve competitive positioning and transform corporations, their markets, and

industries as opportunities for value-creating innovation and an exploitation of positive firm performance. They have supported their theories through an extensive review and introduction of operational typologies that could further define Corporate Entrepreneurship. Within clarification of the Corporate Entrepreneurship construct, Covin, Slevin and Heeley, (2000) proposed four variables within the construct of Corporate Entrepreneurship to be labeled as sustained regeneration, organizational rejuvenation, strategic renewal, and domain redefinition. In the sustained regeneration variable it is described as a form of Corporate Entrepreneurship consistent with firm-level entrepreneurial activity. In sustained regeneration firms are regularly and continuously introducing new products or services and are entering new markets.

2.2.1 Entrepreneurship Practices

In order to harness Corporate Entrepreneurship a firm's structure includes its ability to harness its valued innovation-producing competencies. Some of sustained regeneration's other qualities include a firm's ability to have cultures, structures, and/or capabilities (Covin, Slevin and Heeley, 2000). The focus on this variable is for the firm to concentrate on internal innovation and organizational change. In strategic renewal the organization focuses on its competitive market and its competitors and readjusting the organization's strategy and altering how the organization competes. In domain redefinition it is referred to as an organization that proactively creates a new product-market arena that others have not recognized or have actively sought to exploit. In this variable the corporate entrepreneurship process is not concerned with product/strategy rejuvenation but creating a corporate prospecting to seek out new products and services

While there is little agreement on which internal organizational factors are essential to stimulating corporate entrepreneurship activities, Hornsby et al. (2002) tried to focus

these research efforts and identified a set of key internal organizational factors that influence corporate entrepreneurship. Hornsby et al. synthesized the literature and suggested that the findings converged on five internal conditions. These included: management support, work discretion and autonomy, rewards and reinforcement, time availability, and organizational boundaries.

Hornsby, et al. (2002) posited that it is expected that the greater the degree the individual perceives the existence of management support, individual's work discretion, rewards, flexible organizational boundaries, and resources to facilitate innovation, the higher the probability of the individual's decision to behave entrepreneurially (Hornsby et al., 2002).

In the 2002 study, Homsby et al. (2002) do not offer formal definitions of the constructs. However, in a later study by Kuratko et al. (2005) the definitions of each of these constructs is presented below:

Management support includes "the willingness of top level managers to facilitate and promote entrepreneurial behavior, including the championing of innovative ideas and providing the resources people require to take entrepreneurial actions". Management support is a very important dimension which indicates the willingness of managers to facilitate and promote entrepreneurial activity in the firm (Quinn, 1985). This support can take many forms, including championing innovative ideas, providing necessary resources or expertise, or institutionalizing the entrepreneurial activity within the firm's system and processes. Monte, et al (2004) point out that innovation can only start in the organization once the management supports the climate of entrepreneurship. According to Thompson (2004) the main reason for the failure of Corporate Entrepreneurship in organizations is the lack of support from management

and thus difficulty in the development of entrepreneurial activities or a no start from middle management. Kuratko et al. (2005) supports the assertion that management support is the underlying pillar of initiating and driving corporate entrepreneurship in any organization.

The next antecedent, work discretion, or autonomy, is “top-level managers’ commitment to tolerate failure, provide decision-making latitude and freedom from excessive oversight, and to delegate authority and responsibility to middle-level managers”. According to Hornsby et al. (2002) refers to work discretion to as the autonomy and liberty to make decisions with leniency towards failure. Van Der Merwe (2008) states that lower management levels have less authority and responsibility that contributes to the improvement of entrepreneurship in school enterprises.

Rewards (Reinforcement) concerns “developing and using reward based systems that are reward based on performance, highlight significant achievements, and encourage pursuit of challenging work”. This dimension is the appropriate use of rewards (Kanter, 1985). Theorists, therefore, stress that an effective reward system that spurs entrepreneurial activity must consider goals, feedback, emphasis on individual responsibility, and results-based incentives. The use of appropriate rewards can also enhance middle managers’ willingness to assume the risks associated with entrepreneurial activity. Gantsho (2006) suggests that it is more important to foster an entrepreneurial nature through recognition than it is by giving incentives. Van Der Merwe (2008) supports the assertion that regards to the healthy role that rewards and reinforcement play in fostering Corporate Entrepreneurship.

Time availability is about “evaluating workloads to ensure that individuals and groups

have the time needed to pursue innovation and that their jobs are structured in ways that support efforts to achieve short- and long-term organizational goals”. The fourth dimension is resources (that includes time) and their availability for entrepreneurial activity. Accordingly, employees must perceive the availability of resources as noted by Hornsby et al. (2002) innovative activities (Kanter, 1985). The availability of slack resources usually encourages experimentation and risk-taking behaviors. Time has to be made available to employees to enhance innovation. Gantsho (2006) explains that time is a pre-requisite of fostering entrepreneurial environment.

Finally, an organizational boundary is “precise explanations of outcomes expected from organizational work and development of mechanisms for evaluating, selecting, and using innovations”. This dimension is the existence of a supportive organizational structure (; Hornsby et al., 2002). The structure also provides the administrative mechanisms, by which ideas are evaluated, chosen, and implemented. Organisational boundaries are described as information sharing between internal and external stakeholders, a flexible boundary of sharing information and collaboration between different departments and divisions (Miller, et.al.2007; Monte et.al 2004).Flexible boundaries are an enabler of Corporate Entrepreneurship.

2.3 Quality Education in Private Primary Schools

2.3.1 Quality Content

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000).

2.4 Curriculum Implementation Practices In Relation To Quality of Education Provided In Private Primary Schools.

2.4.1 Effective School Discipline Policies.

Well-managed private primary schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and (Craig, Kraft & du Plessis, 1998). It is important not to mistake small group cooperative learning for disorder, however; although noise levels may increase, task-orientation and focus on learning signal effective practices. Policies are also needed on bullying, harassment, drug and tobacco use, and anti-discrimination with regard to disabilities, HIV/AIDS and pregnancy.

2.4.2 Teacher Feedback Mechanisms.

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs in private primary schools. This process should include both performance assessment and assessment of factual knowledge. Observations in Guinea and India found that teachers are very poorly trained in evaluation techniques, and the reality is far from the continuous evaluation procedures recommended by official programmes (Carron & Chau, 1996). Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000).

2.4.3 Teachers' Working Conditions.

Teachers' working conditions affect their ability to provide quality education. Many

aspects of school life and educational policy go into teachers' perceptions of their employment in private primary schools. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. In many countries, teacher salaries have declined in recent years, and teachers are not always paid on time. In Bangladesh, Nepal and Uganda, for example, the teachers of 27 per cent, 35 per cent and 60 per cent of all students, respectively, were paid a month or later (Postlewaithe, 1998). Low and late remuneration may lead teachers to take on another job, which hurts student learning. A study in 12 Latin American countries found that children in schools where many teachers work in other jobs in addition to teaching are 1.2 times more likely to have lower test scores and/or higher grade repetition (Willms, 2000). Effective teachers are highly committed and care about their students (Craig, Kraft, & du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes.

2.4.4 Professional Learning for Teachers.

The highest quality teachers especially in private primary schools, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997). In studies done in Sub Saharan Africa the quest of improving the quality of basic education squarely rests on staff development as noted by Vesper, (2006). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Cape Verde, Togo and Uganda, for example, 35 per cent to 50 per cent of students have teachers who had no teacher training. Yet in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, over 90 per cent of students do have teachers with some form of teacher training. In these latter countries,

most teachers have, at least, lower secondary education; this contrasts sharply with Cape Verde and Tanzania where over 60 per cent of students have teachers with only a primary education (Postlewaithe, 1998).

Perhaps as a consequence of too little preparation before entering the profession, a number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron & Chau, 1996). This affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter (Mullens, Murnance & Willett, 1996) and their ability to use that knowledge to help students learn. A recent evaluation of the East African Madrasa (Pre-school) Programme noted the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to classrooms following two week orientation training and alongside weekly trainings in Madrasa Resource Centres. (Brown, Brown & Sumra, 1999).

2.4.5 Teacher Competence and School Efficiency.

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. A study in China, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron & Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day.

Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999). As mentioned above, the opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality.

Finally, some schools that have been able to organize their schedules according to children's work and family obligations have seen greater success in student persistence and achievement. In Ethiopia, for example, schools that began and ended the day earlier than usual and that scheduled breaks during harvest times found that educational quality improved. "The quality of a school and the quality of teaching of the individual teacher is higher in schools that are able (and willing) to make more efficient use of the available time of its teachers and its pupils" (Verwimp, 1999).

2.4.6 Ongoing Professional Development.

Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field in private primary schools. The ongoing training for teachers can have a direct impact on student achievement. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Craig, Kraft & du Plessis, 1998).

Effective professional development may take many forms; it should not be limited to formal off-site kinds of programmes. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000). A programme in Kenya, the Mombassa

School Improvement Thesis, built on this approach to professional development and showed that teachers supported with in-service as well as external workshop training improved significantly in their abilities to use child-centred teaching and learning behaviours (Anderson, 2000). In India, an effective programme used interactive video technology to reach a large number of teachers who sought professional development. This programme found that training using interactive video technology led to improved conceptual understanding of pedagogical issues for a large number of geographically dispersed teachers (Maheshwari & Raina, 1998).

2.4.7 Administrative Support and Leadership.

The quality of administrative support and leadership is another critical element in private primary schools processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning. In Malawi, for example, supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Miske, Dowd et al., 1998). Unfortunately, however, few head teachers and administrators in developing countries have had any formal training in the leadership functions of schools, and promotions may not be based on leadership or management skills. Further, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff

(Carron & Chau, 1996). In spite of practical constraints, programmes designed to increase professionalism in schools through management training, such as one sponsored by SIDA and conducted in disadvantaged districts in Sri Lanka, show that interventions in this area can have a real impact (Perera, 1997).

2.4.8 Student-Centered, Non-Discriminatory, Standards-Based, Curriculum

Structures.

Research on educational practices and thesis on about future needs in society contribute to current understanding of the structure of school curriculum in private primary schools. In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning (Glatthorn & Jailall, 2000).

Curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced (for example, Kraft, 1995).

2.5 Entrepreneurial Motive and Business Interest

The willingness of certain people (businesses) to take the risk of satisfying the needs of others, stems from the possibility of doing it effectively so that it leads to greater wealth for themselves and eventually also for the community. The profit motive still acts as one of the greatest motivators to do business.

The basic consideration, therefore, is still to affect the highest possible need-

satisfaction with limited means, (Audretsch et al. 2007)

From all the determinants such as individual personality traits and abilities, we find a wide range of attitudes towards entrepreneurship; out of which entrepreneurial intentions and motives evolve. Based on different entrepreneurial motives, different entrepreneurial types do exist, displaying different degrees of intensity of the set of characteristics and attitudes which make nascent entrepreneurs. Much of the literature has been devoted to identifying and describing these entrepreneurial drivers and why individuals plan to become entrepreneurs. From an economics perspective, it is argued that an individual will choose to become self-employed if the expected life-time utility from self employment is greater than the life-time utility from dependent employment. Entrepreneurs can be defined as persons who are creative in finding ways to add their own wealth, power, and prestige(Landstrom and Stevenson 2005).

Individuals choose to be entrepreneurs when or because their utility (from wealth, power, and prestige) is maximized by doing so. There is evidence that non-monetary reasons for being self-employed play a much greater role than monetary aspects and there is doubt on the suggestion that people mainly choose self-employment as a means of gaining higher income than they could attain as employees by starting school business (Parker 2004).

Based on a great number of various empirical studies (on reasons for entrepreneurship and on entrepreneurial typologies), four major entrepreneurial drivers or motives can be distinguished (Parker, 2004; Freiling, 2006,):

- a) Self-realization and independency,
- b) Enhanced status and income;
- c) Economic contribution and impact,
- d) Upholding tradition and securing income.

The main motivating force behind starting a business is the fulfillment of needs in terms of to self-esteem and the realization of one's own ideas. Also recent studies bear out the importance of independence, the single most important reason for entrepreneurship (Parker, 2004).

The second motive, enhanced status and income is the desire for heightened prestige, status, increased income and/or the fulfillment of certain needs. It is the desire to establish one's "own empire". It is for this sole reason that makes people to set up a school business, (Stevenson and Landstrom 2005).

The third motive has to do with a 'will to win'. A fighting spirit and desire for success are major drivers for becoming self-employed. These are bound up with an interest in having an influence on society and offering opportunities to people to improve their quality of life and achieve greater prosperity. This makes people to start a private school to enhance their dominance in society. This motive is principally characterized by a growth orientation, (Fischer and Reuber, 2003; Smallbone et al. 2002; European Commission, 2003).

The fourth motive is of preserving structures and upholding or continuing certain traditions, often manifest in the continuation of family businesses over several generations. Also belonging to this family of motives are considerations of security in the form of income. It is also the nature of occupation, in a way reflecting the fact that self-employment is the only mode of employment in some locations or occupations (Parker 2004).

Entrepreneurial motivation is defined as the motivation to start a business, come in three types. First, there are studies of reasons, motives, or goals to start a business. This type of study which has been conducted in Western countries where push motives are less prevalent, reports mostly pull motives such as autonomy (also

referred to as independence and freedom), income and wealth, challenge, and recognition and status (Feldman and Bolino, 2000; Robichaud, et al. 2001; Carter, et al. 2003; Wilson, et al. 2004; van Gelderen and Jansen, 2006; Cassar, 2007). However, individuals may also be pushed into entrepreneurship (Thurik, et al. 2008). Push motives (also referred to as necessity motives) are present for example when (a threat of) unemployment forces people into self-employment. They play a major role in developing countries, and also in developed countries, albeit to a lesser extent (Grilo and Thurik, 2006; Bhola, et al. 2006).

Second, there are cost–benefit types of studies that try to explain the decision to start a business (Douglas and Shepherd 2002). In this type of study, material and immaterial risks and gains are brought into some decision function, thus motivate people to put up private primary schools.

Third, there are studies of entrepreneurial motivation investigating the depth of psychological motives. Examples are studies on the need for achievement (Collins, et al. 2004) and the need for power. Achievement and power usually do not figure heavily in the first two types of studies, as actual business starters usually do not list these motives as conscious reasons to start a business.

The motivation data are somewhat limited since there are more motivations to start a business than income or wealth creation, independence, and necessity. However, for the purpose of cross national comparison of the relation between entrepreneurial motivations and aspirations, these are the best data available. Ideally, we would include individual level data in our research (Autio and Acs, 2007). We expect the necessity, independence, and income/wealth attainment motives to be related to innovation, job growth and ambitions in the following ways;

First, when autonomy or independence is a dominant motive for becoming self

employed, entrepreneurship is likely to be a vehicle to serve the freedom-related needs of the individual. It will enable a lifestyle in which one can decide oneself on goals, methods, and time scheduling (van Gelderen and Jansen, 2006). A larger firm can be seen as reducing external dependencies and therefore increasing autonomy (Davidsson, 2006). However, it is more likely that the majority of autonomy driven entrepreneurs will see a small firm as a vehicle to achieve freedom. Research by Morris et al. (2006) indeed found no relationship between autonomy and growth ambitions, and Cassar (2007) even found a negative relationship. Whereas we do not expect the autonomy motive to be related to growth aspirations, we do expect it to be related to aspirations for innovation. Autonomy is valued for its own sake (van Gelderen and Jansen 2006), and thus an intrinsic motive. Amit et al. (2001) showed a group of high-tech high-growth entrepreneurs to be motivated by a range of no financial drivers including autonomy as a prime motive for becoming self-employed. When someone starts a firm with the prime motive to increase wealth this will probably positively affect the ambitions in terms of growth and innovation that this entrepreneur has with the firm. Cassar (2007), investigating the relationships between financial motives and a range of ambition and outcome variables, indeed found this to be the case. Regression analyses showed growth preference, risk-return preference, intended sales and intended employment all to be explained by motivations of financial success.

For necessity- motivated entrepreneurs, their daily economic survival will depend strongly on the survival of their business, which may positively affect the aspirations they have with their firm. However, necessity motivated entrepreneurs are more likely to be found in less wealthy regions and are therefore likely to be constrained in their access to human capital, financial capital, technology and other resources, which is

expected to inhibit their potential for generating innovations and job growth and for building competitive advantages. Thus, even though these types of entrepreneurs are often highly dependent on their firm, they lower their expectations for innovation and growth in terms of jobs and venture creation as they expect this may be difficult for them to realize. They may also be forced, because of their situation, to act on less promising opportunities (Morris, et al. 2006). Therefore, on average we expect a neutral relationship between the necessity motive and entrepreneurial aspirations for innovation and growth (in terms of employment and venture creation).

2.6 Summary of the Literature and the Gap Therein.

The review of literature has captured themes emphasizing all aspects of quality education on the education sector as depicted in : G.O.K (1980), Carron and Chau (1996), Aghenta (1998), Miske and Dowd et al. (1998), Bernard (1999), Fuller (1999), Sutton (1999), Ikoya (1999), Scheerens (2000), UNICEF (2000), Anderson (2000), Willms (2000), Hopkins (2001), ADEA (2004), Ogbuagu (2004), and Vesper (2006).

The above studies were essentially on leadership, facilities, capacity of teachers, methods of instruction and preparation of teacher and learner, remuneration, working conditions of teachers, effective schools in Sub Saharan Africa, characteristics of effective schools, professional training of teachers, remuneration, and incentives among others.

The literature also suggested that entrepreneurial management facilities and effective management of organizations (Lumpkin and Dess, 1996; Block and MacMillan, 1997; Wiklund, 2003; Stevenson, 2005; Stevenson and Jarilo, 2006; Davidson, 2006), that in turn accelerates organizational performance, (Zahra, 1999). Most of these studies were conducted on motives of starting a business enterprise and above all on profit

motive in organizations. There is very little research on balancing entrepreneurial motive and provision of quality of education provided by school managers of private primary schools. Entrepreneurial motive focuses on innovation, competitive aggressiveness, autonomy, flexibility, proactiveness, risk-taking propensity, (Ayiro, 2007).

In summary:

(I)The study applied an existing theoretical framework (the TPB model) in which attitudes of individuals toward entrepreneurial acts influence their entrepreneurial intentions as well as the source of motivation for entrepreneurs in setting up private schools with a profit motive (Ajzen, 1991).

(II) The study further highlighted variables and motives that are beacons of entrepreneurship such as profit making, risk-taking, flexibility; proactiveness; environmental scanning; autonomy and competitive aggressiveness that if embraced will result in an enhanced quality education in the education sector, (Ayiro (2010).

(III) Using the modified Corporate Entrepreneurship Assessment Instrument (CEAI) to investigate the existing balance between entrepreneurial motive and provision of quality education by private primary schools as well as establishing the level of entrepreneurial practices in the management of schools in the education sector.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter dealt with the procedures and methods the researcher used in order to obtain data needed for the study. It comprises of research design, study area, research population/ target population, sampling design and sample size, instrumentation, the research variables, data collection procedures, data analysis techniques and ethical considerations

3.2 The Area of Study

The study was conducted in Eldoret municipality which has an approximate population of 500,000 people in Eldoret Municipality. It had also 85 private primary schools, 69 day schools and 16 both day and boarding schools. It is surrounded by Eldoret West, Eldoret East and Wareng Districts which were created from the larger Uasin Gishu District. Eldoret municipality is in Uasin Gishu County which was created recently.

3.3 Research Design

The study applied descriptive survey research design. The study adopted mixed methods of research leaning towards quantitative technique because it had nominal, ordinal and ratio data. Quantitative technique was adopted to test the objectives by examining relationship among variables. These variables were measured so that numbered data can be analyzed using statistical procedures. Surveys were used to systematically gather factual quantifiable information necessary for decision making. Kothari (2008) noted that a survey is preferred due to the following reasons: It enables the researcher to examine various data, and the relationship between data and other unknown situations in the prevailing scenarios. It is concerned with present

relationships of variables and processes taking place in the study area, its effects at a particular time and attitudes held by the respondents being interviewed. It enabled the researcher to collect data from a wider area in a shorter time, thus cutting down on costs. Data was collected using structured and semi structured questionnaires, an interview schedule and an observation checklist.

3.4 Research Variables

The independent variable of this study is entrepreneurial motive which include: profit making, flexibility, proactiveness, environmental scanning and autonomy while the dependent variable is quality education. The independent variable of this study is entrepreneurial motive which include: profit making, flexibility, proactiveness, environmental scanning,risk taking and autonomy while the dependent variable is quality education as shown in Table 3.1

Table 3.1 Summary Of variables Used In The Study.

Independent Variable	Dependent Variable
Flexibility	Quality Education
Proactiveness	Quality Education
Environmental Scanning	Quality Education
Profit Making	Quality Education
Autonomy	Quality Education

Source: Ayiro (2010).

3.5 Target Population

The target population for this study was 85 school Proprietors/managers, 85 Head

teachers and 850 teachers from private primary schools, who were selected from private primary schools in Eldoret municipality.

Table 3.2 Target Population

CODE	ITEM	NO
1	SCHOOLS	85
2	SCHOOL MANAGERS	85
3	HEAD TEACHERS	85
4	TEACHERS	850

Source: G.O.K (2010).

3.6 Sampling

Head teachers, teachers, school proprietors/managers from private primary schools from Eldoret Municipality were sampled and the sample size established using the formula:

$$N = p\% \times q\% \times [z / e\%]^2$$

Where: n is the minimum sample size required

P% is the proportion belonging to specified category

q% is the proportion not belonging to specified category

z is **z** value corresponding to the level of confidence required

e % is the margin of error

Source: De Vaus (2002).

Table 3.3 Sample

CODE	RESPONDENTS	POPULATION	SAMPLE
A	School Proprietors	85	37
B	Head Teachers	85	37
C	Teachers	850	148

Source: Ayiro (2007).

The table below showed how the stratum was stratified according to the various sub groups of private primary schools in Eldoret municipality.

Stratified Sampling:

Table 3.4: No of Private Primary Schools by Category in Eldoret Municipality and how they were selected for the Study.

Table 3.4 No of Private Primary Schools by Category in Eldoret Municipality

Category of school	No. of schools per stratum	Random sampling (Schools)
Boarding schools	–	–
Combined Boarding and Day schools	16	8
Day schools	69	29
Total	85	37

Source: G.O.K (2011).

Stratified random sampling involved dividing the population into homogeneous subgroups and taking a simple random sample in each subgroup. The private primary schools in Eldoret Municipality were stratified as; boarding schools, combined boarding and day schools and day

3.7 Sampling procedure

Stratified sampling was used to stratify private primary schools into 3 types namely, Day private primary schools, Boarding private primary schools and Combined Boarding and Day private primary schools. Simple Random sampling was used to sample 850 teachers from private primary schools while purposive sampling was used to sample 85 Head teachers and 85 School proprietors from private primary schools in Eldoret Municipality.

3.8 Instrumentation

The researcher used questionnaires, interview schedule and observation check list for collecting data for this study. This section outlined the types as follows:

Questionnaires, observation and interview schedules was used as the main tools of collecting data. The selection of these tools had been guided by the nature of data collected, as well as by the objectives of the study. The instruments were used to get information on balancing entrepreneurial motive and provision of quality education by managers of private primary schools.

3.8.1 Questionnaires

Questionnaire 'A' was administered to head teachers to elicit responses on the Entrepreneurial practices and Curriculum Implementation practices to enhance quality education (see Appendix IV). The questionnaire was quite lengthy containing 18 questions, since it covered entrepreneurial traits, entrepreneurial motives and quality education. In constructing the questionnaire items that were administered to Head teachers and Teachers, structured and semi structured format were used since each item was followed by alternative answers. It entailed the use of a self made questionnaire consisting of sub-items constructed based on nominal, ordinal, interval and ratio scales of measurement. The questionnaires were divided

into three sections:

- I. Background Information –solicited information from respondents which gave information on personal details such as age, sex professional qualification and experiences, containing 5 questions.
- II. Independent variables – the information here seeks to investigate the entrepreneurial practices, entrepreneurial traits, entrepreneurial motives and quality education, containing 12 questions.

Questionnaire ‘B’ was administered to teachers to elicit responses on the Entrepreneurial practices using the modified Corporate Entrepreneurship Assessment Instrument (CEAI), and Curriculum Implementation practices to enhance quality education, (see Appendix V)

The Corporate Entrepreneurship Assessment Instrument (CEAI) measured the nature of corporate entrepreneurship and the organisational factors that influenced or encouraged innovation within the corporate environment (Morris and Kuratko, 2002). This tool was developed by Kuratko, Hornsby and Montago as cited in Morris and Kuratko (2002). Corporate Entrepreneurship Assessment Instrument (CEAI) is a very adaptable and suited for measuring innovation and entrepreneurship in any organisational environment with minor adjustments. The following underlying variables form part of the CEAI :

1. Management Support for Corporate Entrepreneurship Q1-Q19.
2. Work Discretion Q20-Q29
3. Rewards/Reinforcement Q30-Q35
4. Time Availability Q36-Q41
5. Organisational Boundaries Q42-Q48

The CEAI is a self-administering questionnaire and was completed by each respondent.

It entailed the use of a self made questionnaire consisting of sub-items constructed based on nominal, ordinal, interval and ratio scales of measurement. The questionnaire was divided into two sections:

I. Background Information –solicited information from respondents which gave information on personal details such as age, sex professional qualification and experiences, containing 6 questions.

II. Independent variables – the information here seeks to investigate the entrepreneurial practices with the use of the modified Corporate Entrepreneurship Assessment Instrument (CEAI), containing 48 questions.

3.8.2 Interview Schedule

One interview schedule was used to collect information from School Proprietors/Managers in Eldoret Municipality (see Appendix VI) It consisted of 6 questions covering entrepreneurial motive, entrepreneurial traits and provision of quality education. The interview schedule assessed balancing entrepreneurial motive and provision of quality education by managers of private primary school. The school proprietors are relevant to be interviewed since they are the prime owners of the school enterprises.

3.8.3 Observation Schedule

An observation schedule was used to ascertain whether educational facilities were adequate in number so as to enhance quality education in private primary schools since it is best to observe what actually is happening. It helped the researcher to ascertain whether classrooms, play ground, library, text books, workshop among other facilities were adequate so as to enhance quality education for the pupils as well as

enhance the capacity of the teachers to improve their pedagogy. A check list was constructed for this purpose. What was observed was noted down as useful data for analysis to support and confirm information in the other instruments of collecting data.

3.9 Pilot Study

The questionnaire used in this study was pre- tested through a pilot study before actual data collection. This enabled the revision of the questionnaires before actual data collection. A pilot study was carried out in three selected private primary schools from the three identified types and was selected from a different district other than the one of the study. The feedback obtained from the piloted schools helped the researcher in revising the questionnaires to ensure that they covered the objectives of the study adequately. Piloting ensured as much as possible that the items would elicit and give the kind of responses the researcher intended to get and that they were acceptable in terms of their content.

3.10 Reliability of the Research Instruments

The researcher used internal consistency technique. In this technique, the score obtained from one item is correlated with scores obtained from other items in the instrument. The researcher used Cronbach's coefficient Alpha method to compute how the items correlate among themselves using the KR 20 Formula:

$$KR_{20} = \frac{(K) (S^2 - \sum S^2)}{(S^2) (K-1)}$$

Where: KR_{20} =Reliability coefficient of internal consistency.

K =Number of items used to measure the quality of education.

$\sum S^2$ =Variance of all scores.

S^2 =Variance of individual items.

Source: Frankel and Wallen (2000).

A high score coefficient implies that the items correlate highly among themselves, i.e. there is consistency among the items in measuring the concept of interest as depicted in (Mugenda & Mugenda, 2003). The Cronbach Alpha value of the coefficient obtained from reliability test is 0.7, indicating high internal consistency and reliability as noted by (Healy, et.al. 2007).

3.11 Validity of Research Instruments

Validity actually relates to the precision and accuracy, therefore, the standard deviation and the error term was determined within the sample to ensure that there is minimal variance. Validity should be addressed through the honesty depth, richness and scope of the data gathered, the nature of the participants approached, the extent of triangulation and objectivity of the researcher. The intensive personal involvement and in-depth responses of individuals to data collection instruments and methods such as interviews, observation checklist and questionnaires secures a sufficient level of validity. Validity dictates that the data-gathering instruments used must fairly and comprehensively cover the domain or the topic that the study purports to cover. In conclusion, it is generally accepted that engaging multiple methods of data gathering such as observation checklist, interview schedule and questionnaires would lead to trustworthiness. By using exactly these methods of data-gathering the researcher had attempted, together with the means detailed in the preceding paragraphs, to ensure the trustworthiness of this study as noted by (Healy, et.al. 2007).

3.12 Data Collection Procedures

The researcher secured a permit from the Ministry of Education Science and Technology to carry out the research. The researcher then visited the respective selected schools to obtain samples of teachers, Head teachers and school managers/school proprietors. Head teachers and teachers were given questionnaires

and interviews undertaken with school proprietors/managers. After responding to the questionnaires and the interview schedule undertaken the researcher then collected them for data analysis.

3.13 Data Analysis

Data analysis was based on the objectives, hypotheses and research questions of the study. Descriptive statistics employed included mode, mean and frequency while inferential statistics involved ANOVA tests and Regression Analysis since the study sought to establish balancing entrepreneurial motive and provision of quality education by managers of private primary schools. Mean and mode show the general direction of opinion in relation to entrepreneurial motive and quality education provided by private primary schools. These measures of central tendency together with frequencies enabled the understanding of major attributes of the variables under consideration like; profit making, proactiveness, autonomy, risk taking, environmental scanning and competitive aggressiveness.

ANOVA was chosen due to its ability to show differences within a group like head teachers, school proprietors and managers as well as differences between groups of private primary schools. In the study the main objective was to understand whether there is a significant difference within a group of all the stakeholders of private primary schools as well as between groups of school. Regression Analysis was used to determine the influence of each independent variable (IV) Entrepreneurial motive on the desired outcome, dependent variable (DV) quality education. The findings were presented using the tables, charts and graphs.

Table 3.5 Summary of Methods Used To Test Hypothesis of the Study.

Hypothesis	Independent variable	Dependent variable	Statistical test
H₀₁ There is no statistically significant relationship between the level of entrepreneurial practices and quality education in private primary schools.	Entrepreneurial practices	Quality education	Regression Analysis
H₀₂ : There is no statistically significant relationship between the existing curriculum implementation practices and quality of education provided by private schools.	Curriculum implementation practices	Quality education	ANOVA, F-test, adjusted R-squared
H₀₃ : There is no statistically significant relationship between business interest and provision of quality education.	Business interest	Quality education	Measures of central tendencies and frequency

Source: Author (2011).

3.14 Ethical Considerations

The information gathered from participants was kept in confidence and only used for the purpose of the study. This information was not revealed to anybody without the participants' consent. The researcher preserved the anonymity of the informant by not writing the names of all those involved in the research. The researcher fully explained the purpose of the research in advance and de-briefed subjects afterwards.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presented the analysis, presentation, interpretation and discussion of data collected. Results were presented for each of the issues and they were analyzed, interpreted and discussed. Presentation of results is based on the objectives of the study, and is in two main parts: background information and main objectives of the study.

4.1 Background Information

4.1.1 Gender

Majority of the head teachers 19 (51.4%) comprised of female and a good number 18(48.6%) were male. Majority of the teachers, 76(51.4%) were male and 72(48.6%) were female. The findings indicated that there was gender disparity in the distribution of teachers and head teachers among the private primary schools in the study as shown in Table 4.1.

Table 4.1 Gender

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	18	48.6	72	48.6
Female	19	51.4	76	51.4
Total	37	100.0	148	100.0

4.1.2 Age

Majority 82 (55.4%) of the teachers and a good number of head teachers 12 (32.4%) aged between 26 and 35 years, with 10 (27%) were aged between 36 and 45 years, those who had 46 and 55 as well as those above 56 years each comprised of 6

(16.2%). These findings showed that majority of the teachers and head teachers were in their prime age which provided them with ample time to engage in teaching as depicted in Table 4.2 and figure 4.1.

Table 4.2 Age of Respondents

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
18-25yrs	3	8.1	47	31.8
26-35yrs	12	32.4	82	55.4
36-45yrs	10	27.0	14	9.5
46-55yrs	6	16.2	5	3.4
56 and above	6	16.2		
Total	37	100.0	148	100.0

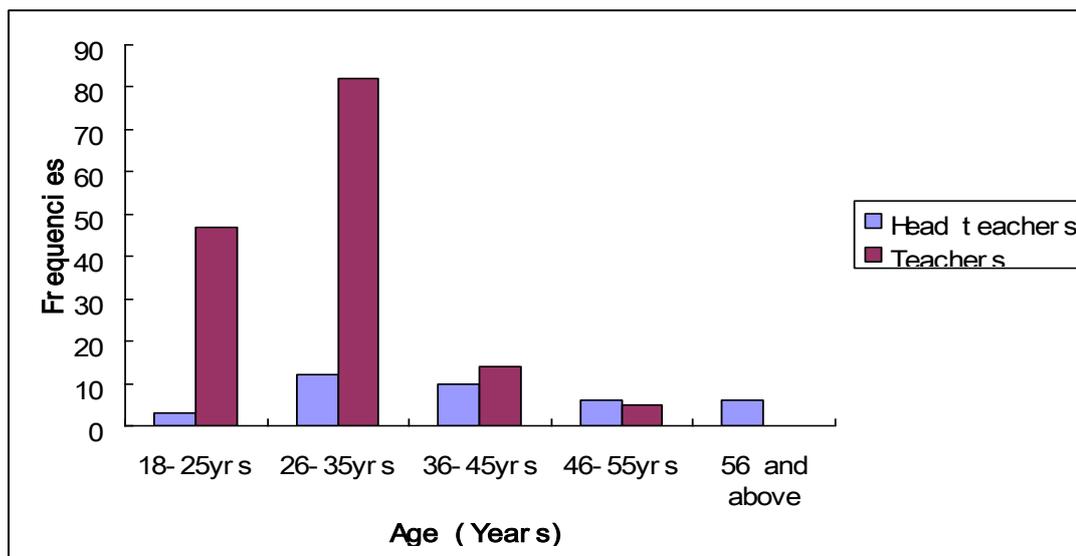


Figure 4.1 Age of Respondents

4.1.3 Level of Professional Qualification

Majority of head teachers 25 (67.6%) and 104 (70.3%) teachers had P1 professional

qualification in education and the least 5 (13.5%) head teachers had S1 professional qualification and 22 (14.9%) teachers had diploma in education. The findings showed that majority of the head teachers and teachers had P1 level of academic and professional qualifications in their respective positions as shown in figure 4.2.

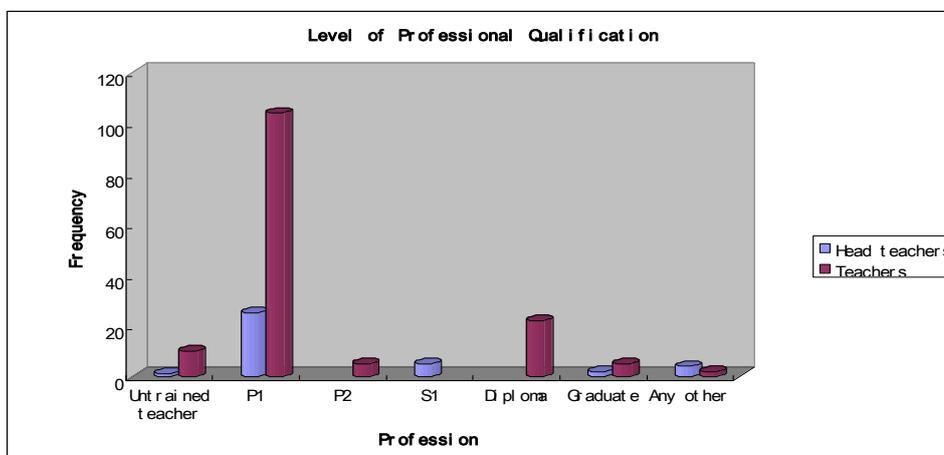


Figure 4.2 Level of professional qualification

4.1.4 Duration in the Current Station

A good number of head teachers 7 (43.8%) had stayed in their current station for 3 to 5 years and 33 (22.3%) of the teachers had taught in their current stations. A good number 58 (39.2%) of teachers and 8 (21.6%) had taught in their current stations for less than 2 years. The least number of head teachers 7 (18.9%) had taught for between 5 and 7 years as well as teachers 36 (24.3%) in their current stations, while those who had taught for between 6 and 10 years and the least number of head teachers 1 (6.3%) had taught for between 16 and 20 years as well as those who had taught for above 20 years. Majority of the teachers 48 (73.8%) teachers had taught for less than 5 years, with 81 (61.25%) for between 11 and 15 years. The findings indicated that both head teachers and teachers had enough teaching experience to enhance performance in their schools as shown in figure 4.3.

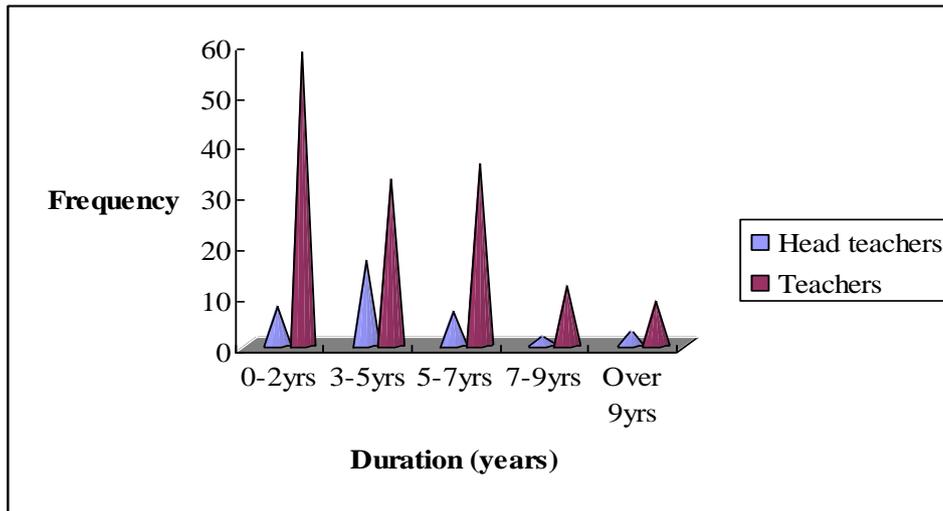


Figure 4.3 Duration in the current station

4.1.5 Teaching experience

The teaching experience of teachers was varied during the study as shown in Figure 4.4 below. Majority of the teachers 78 (52.7%) had less than 5 years experience and a good number of teachers 50 (33.8%) had between 6 and 10 years teaching experience. The findings indicated that majority of the teachers had less than five years of teaching experience.

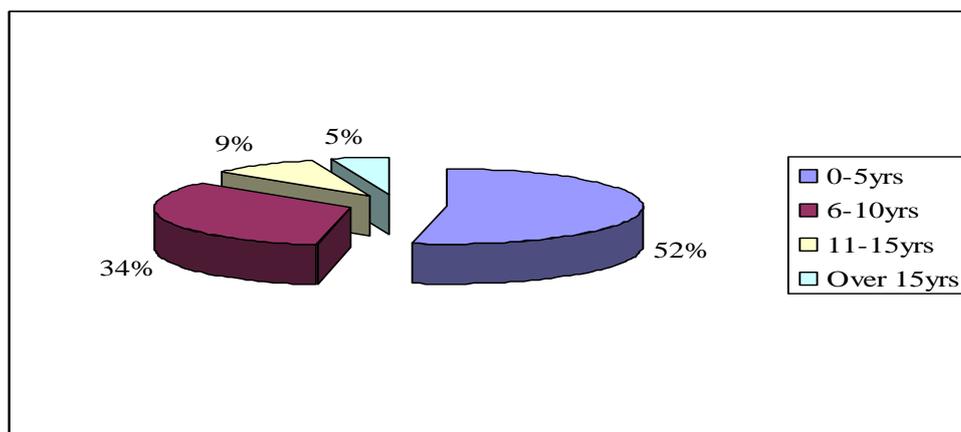


Figure 4.4 Teaching Experience

4.1.6 Current Salary

Majority of the head teachers 26 (75%) earned above 10,000 shillings and a good number of 59 (39.3%) of teachers earned above 10,000 shillings. A good number of

head teachers 6 (16.2%) and 35 (23.6%) of teachers earned between 7000 and 9,000 shillings. The findings indicated that the head teachers were enumerated highly during the study as depicted in Table 4.3 and figure 4.5.

Table 4.3 Current Salary

	Head teachers		Teachers	
	Percent	Frequency	Percent	Frequency
Below ksh3,000	1	2.7	6	4.1
3,000- 5,000	1	2.7	14	9.5
5,000-7,000	3	8.1	34	23.0
7,000-9,000	6	16.2	35	23.6
Above 10,000	26	70.3	59	39.9
Total	37	100.0	148	100.0

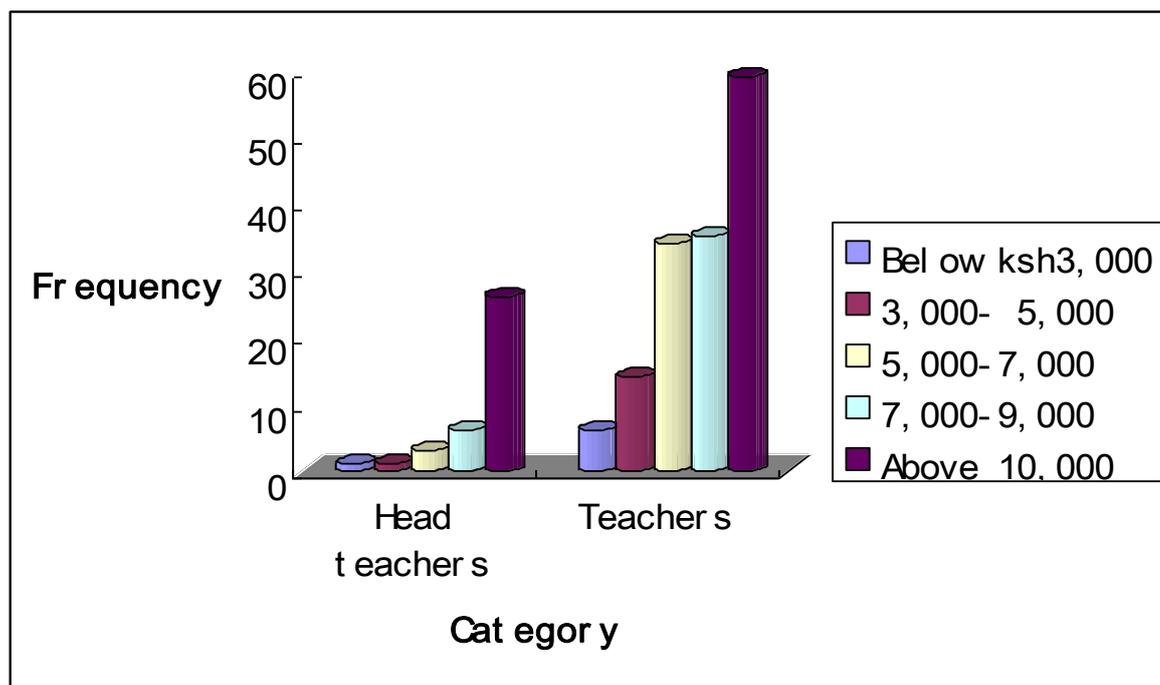


Figure 4.5 Current Salary

4.2 Reward System to Enhance Quality of Education

Majority of head teachers 24 (64.9%) identified that their institution had a reward system, with 7 (18.9%) had no reward system and the least 6 (16.2%) not responding on the reward system to enhance quality of education as summarized in figure 4.6 below. The findings indicated that reward system had been identified to enhance quality of education. This showed that when school managers provided rewards to the teachers and head teachers then quality of education is upheld, therefore, entrepreneurial motive is correlated to quality of education as depicted in figure 4.6.

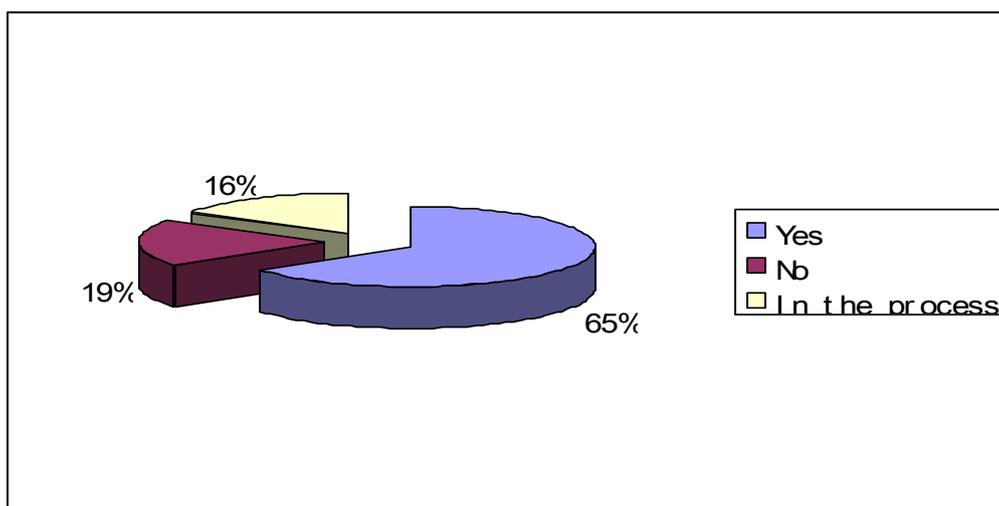


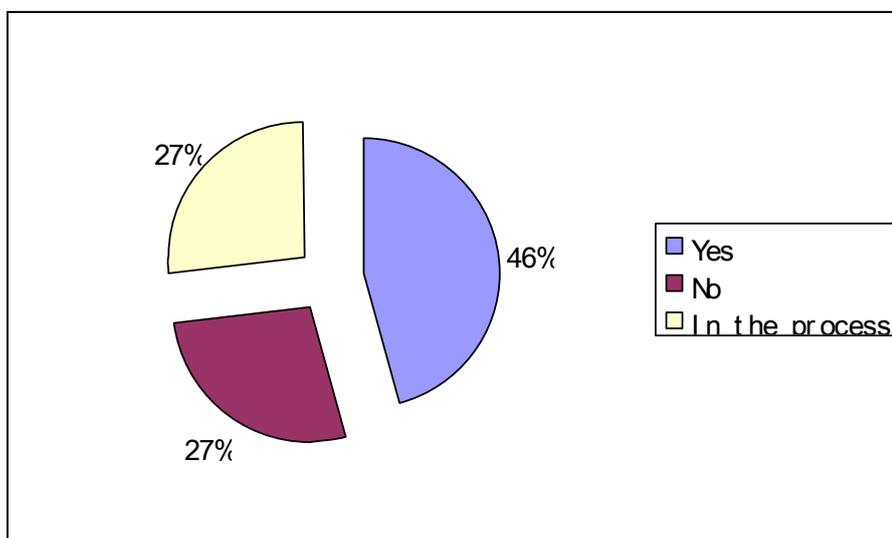
Figure 4.6 Reward systems to enhance quality of education

4.2.1 Human Resource Policies to Minimize the Staff Turnover in School

A good number of head teachers 17 (45.9%) identified human resource policies to minimize the staff turnover in school, with 10 (27%) viewing human resource policies not to minimize the staff turnover in school as well as those who did not respond. The findings indicated that human resource policies have not been enhanced in minimizing the staff turnover in the schools which showed that school proprietors should enhance human resource policies to minimize the staff turnover to improve the quality of education in their enterprises as shown in figure 4.7 and Table 4.4.

Table 4.4 Human resource policies to minimize the staff turnover in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	45.9	45.9	45.9
No	10	27.0	27.0	73.0
In the process	10	27.0	27.0	100.0
Total	37	100.0	100.0	

**Figure 4.7 Human resource policies to minimize the staff turnover in school**

4.2.2 Driving Force of My Work Is Driven By Business Interest

Majority of the head teachers 27 (73%) viewed the driving force of their work not to be by business interest, while 8 (21.6%) agreed that their work is driven by business interest and the least 2 (5.4%) were not sure on the driving force of their work to be not by business interest. The findings indicated that the driving force of work was by business interest of the schools. The findings of the study agree with Parker (2004) who argues that the motivating force behind starting a business is the fulfillment of

needs in terms of to self-esteem and the realization of one's own ideas. Also Stevenson and Landstrom (2005) affirm that it is the desire to establish one's "own empire" that makes people to set up a school business as shown in figure 4.8 and Table 4.5.

Table 4.5 Driving force of my work is driven by business interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	21.6	21.6	21.6
No	27	73.0	73.0	94.6
Not sure	2	5.4	5.4	100.0
Total	37	100.0	100.0	

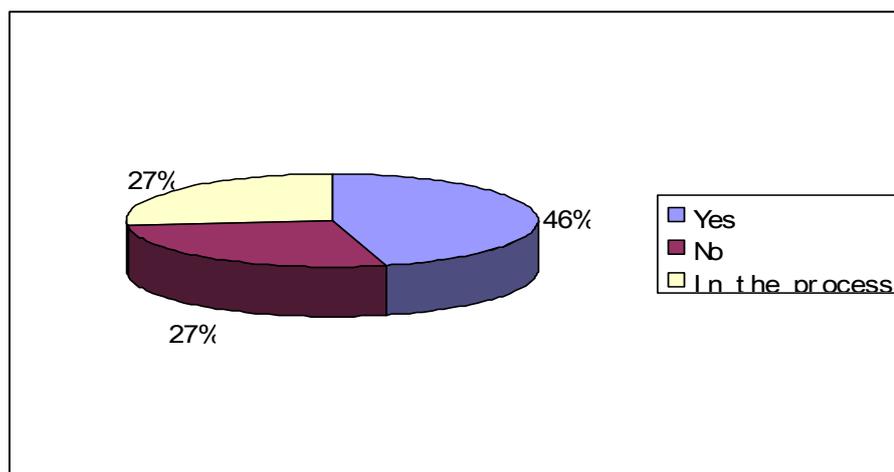


Figure 4.8 Driving force of my work is driven by business interest

4.2.3 Quality of the Learners and Teacher is My Driving Force as the Head

Teacher

Majority of head teachers 34 (91.9%) agreed that the quality of learners and teacher as a driving force and 2 (5.4%) disagreed that the quality of learners and teacher as a driving force and the least 1 (2.7%) were not sure on the quality of the learners and

teacher as a driving force. The findings indicated that the quality of learners and teachers is a driving force of the head teacher. The findings agreed with Vespor, (2006), that the quest of improving the quality of basic education squarely rests on staff development and the preparation that teachers receive before beginning their work in the classroom, however, it varied significantly around the world and even within the least developed countries. A fighting spirit and desire for success are major drivers for becoming self-employed. These are bound up with an interest in having an influence on society and offering opportunities to people to improve their quality of life and achieve greater prosperity. This makes people to start a private school to enhance their dominance in society. This motive is principally characterized by a growth orientation, (Fischer and Reuber 2003; Smallbone et al. 2002; European Commission 2003). This is summarized in figure 4.9 and Table 4.6.

Table 4.6 Quality of the learners and teacher is my driving force as the head teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	34	91.9	91.9	91.9
No	2	5.4	5.4	97.3
Not sure	1	2.7	2.7	100.0
Total	37	100.0	100.0	

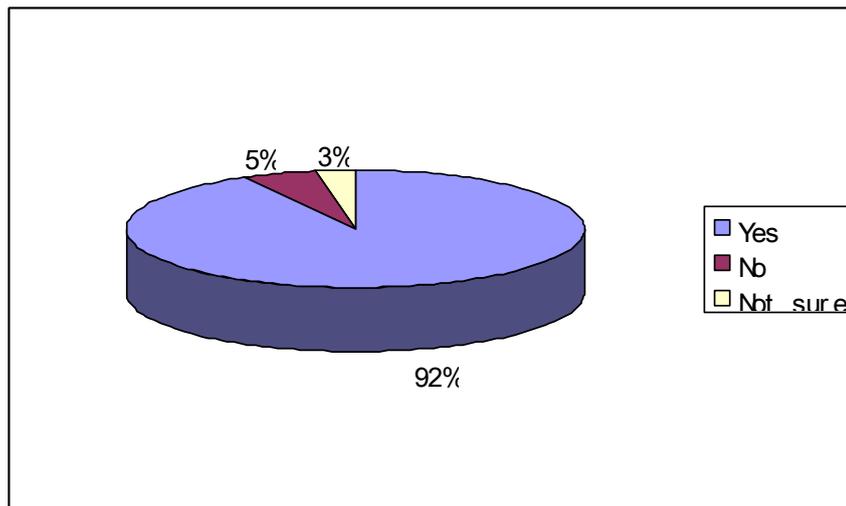


Figure 4.9 Quality of the learners and teacher is my driving force as the head teacher

4.3 Support Given To the Teachers to Enhance Quality Education of Pupils in the School

From the study the head teachers agreed that the level of support given to the teachers to enhance quality education of pupils in the school rated instructional materials, level of support given to the teachers to enhance quality education of pupils in the school to be high and identified instructional mentoring as very high support given to the teachers to enhance quality education of pupils in the school. Majority of head teachers had initiatives of team building to enhance quality education in their schools and identified that they frequently engage in team building to enhance quality education.

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers'

autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning. In Malawi Miske, Dowd et al., (1998) argued supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice as depicted in Table 4.7.

Table 4.7 Support given to the teachers to enhance quality education of pupils in the school

Support	Very high		High		Moderate		Low		Very low	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Instructional materials	12	32.4	8	21.6	6	16.2	4	10.8	7	18.9
Capacity building	13	35.1	12	32.4	4	10.8	8	21.6		
Appropriate physical facilities	11	29.7	14	37.8	10	27.0	1	2.7	1	2.7
Instructional mentoring	8	21.6	12	32.4	12	32.4	3	8.1	2	5.4
In-service courses	3	8.1	7	18.9	13	35.1	3	8.1	11	29.7
Refresher courses	2	5.4	10	27.0	10	27.0	7	18.9	8	21.6
Material production courses	2	5.4	8	21.6	9	24.3	4	10.8	14	37.8

4.3.1 In- Service Programmes for Teachers

A good number of head teachers 45.9% had in-service programmes for their teachers with, 18 (48.6%) without and 2 (5.4%) were not sure on the in-service courses for their teachers as shown in figure 4.10 below. The findings agreed with Brown & Sumra (1999) who argued that the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to

classrooms following two week orientation training and alongside weekly trainings in Madrasa Resource Centres. The findings also agree with Miske, Dowd et al., (1998) who argued that few head teachers and administrators in developing countries have had any formal training in the leadership functions of schools which impacts positively on school management as shown in figure 4.10 and Table 4.8

Table 4.8 In- service programmes for teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	45.9	45.9	45.9
No	18	48.6	48.6	94.6
Not sure	2	5.4	5.4	100.0
Total	37	100.0	100.0	

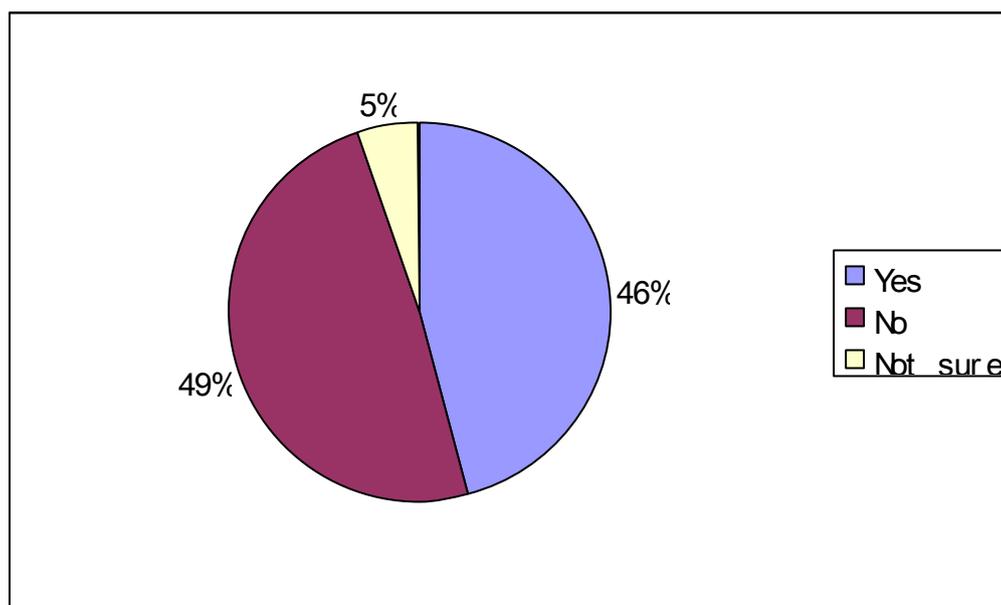


Figure 4.10 In- service programmes for teachers

4.3.2 Initiatives of Team Building to Enhance Quality Education

Majority of head teachers 23 (62.2%) had initiatives of team building to enhance

quality education in their schools and 14 (37.8%) had no initiatives of team building to enhance quality education in their schools. The findings show a clear relationship between initiatives of team building and enhancement of quality education as depicted in figure 4.11 and Table 4.9.

Table 4.9 Initiatives of team building to enhance quality education

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	62.2	62.2	62.2
No	14	37.8	37.8	100.0
Total	37	100.0	100.0	

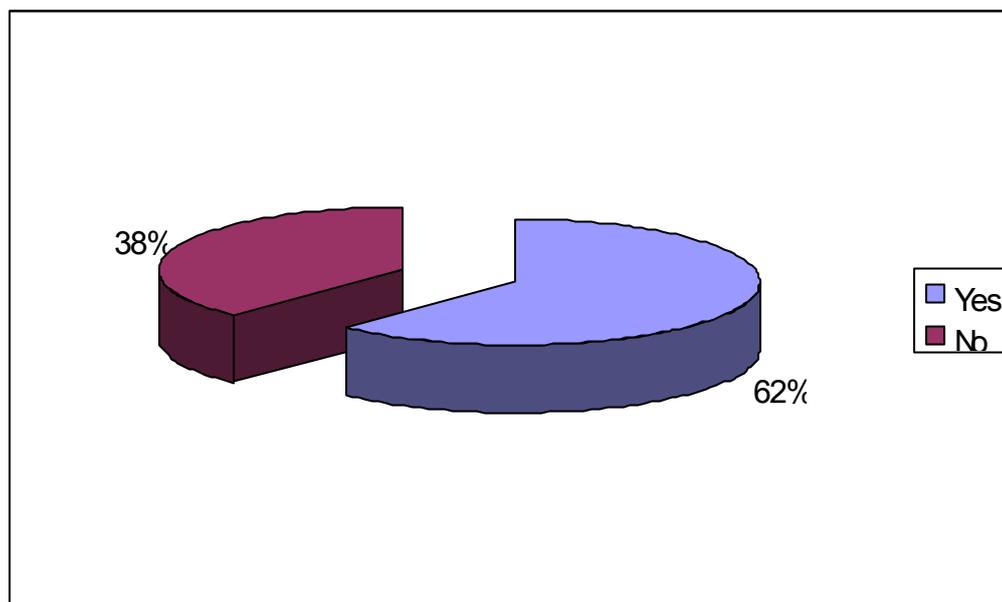


Figure 4.11 Initiatives of team building to enhance quality education

4.3.3 Engage in Team Building to Enhance Quality Education

The head teachers identified how often they engage in team building initiatives so as to enhance quality education to be varied as summarized in figure 4.12 and Table 4.13 below. Majority of the head teachers 20 (54%) identified that they frequently engage

in team building to enhance quality education, with 16 (43.2%) rarely engage in team building to enhance quality education and 1 (2.7%) were undecided on engage in team building to enhance quality education as shown in Table 4.10 and figure 4.12.

Table 4.10 Engage in team building to enhance quality education

	Frequency	Percent	Valid Percent	Cumulative Percent
Very rarely	4	10.8	10.8	10.8
Rarely	12	32.4	32.4	43.2
Undecided	1	2.7	2.7	45.9
Frequent	15	40.5	40.5	86.5
Very frequent	5	13.5	13.5	100.0
Total	37	100.0	100.0	

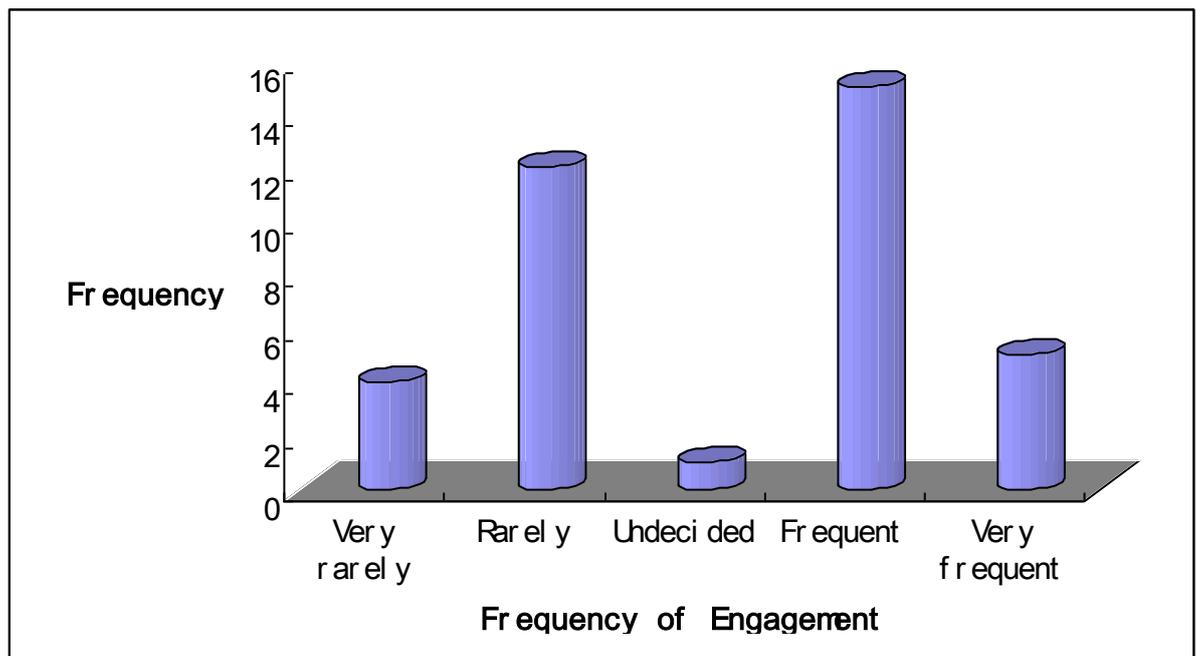


Figure 4.12 Engage in team building to enhance quality education

4.3.4 Frequency of Activities That Enhance Quality Education

The head teachers identified how frequently the various activities were carried out in their school to enhance Quality Education. Majority of the head teachers 31 (83.7%) identified that academic counseling of learners were frequently carried out in school to enhance Quality Education, with 5(13.5%) identified low frequency and 1 (2.7%) were undecided that that academic counseling of learners were frequently carried out in school to enhance Quality Education. Majority of head teachers 23 (62.2%) identified assessment of learners frequently carried out in school to enhance Quality Education and 12(32.4%) were undecided and 2 (5.4%) low that the assessment of learners frequently carried out in school to enhance Quality Education. Majority of head teachers 35 (94.6%) identified parental involvement to be frequently carried out in school to enhance Quality Education, with 2 (5.4%) were undecided that assessment of learners frequently carried out in school to enhance Quality Education. Majority of head teachers 35 (94.5%) identified remedial teaching to be frequently carried out in school to enhance Quality Education, with 1 (2.7%) to be low and undecided that remedial teaching to be frequently carried out in school to enhance Quality Education. Majority of head teachers 34 (91.5%) identified professional guidance to be frequently carried out in school to enhance Quality Education, with 2 (5.4%) undecided and 1 (2.7%) to be low frequency carried out in school to enhance Quality Education. The findings agree with Carron & Chau, (1996), who argues that, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff. In spite of practical constraints, programmes designed to increase professionalism in schools through management training are conducted as highlighted in Table 4.11.

Table 4.11 Frequency of activities that enhance Quality Education

	Very frequent		Frequent		Undecided		Low		Very low	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Academic counseling of learners	15	40.5	16	43.2	1	2.7	4	10.8	1	2.7
Assessment of learners			23	62.2	12	32.4	2	5.4		
Parental involvement	9	24.3	26	70.3	2	5.4				
Remedial teaching	17	45.9	18	48.6	1	2.7	1	2.7		
Professional guidance	12	32.4	22	59.5	2	5.4	1	2.7		

4.3.5 Performance of National Examination

The head teachers viewed that the performance of National examination (KCPE) in their school to be varied during the study as shown in figure 4.13. A good number of head teachers 30 (81%) identify the performance to be good, with 4 (10.8%) to be excellent and the least 3 (8.1%) to be average. The findings indicate that the performance of students in national examination was good as shown in figure 4.13 and Table 4.12.

Table 4.12 Performance of National examination

	Frequency	Percent	Valid Percent	Cumulative Percent
Average	3	8.1	8.1	8.1
Good	12	32.4	32.4	40.5
Very good	18	48.6	48.6	89.2
Excellent	4	10.8	10.8	100.0
Total	37	100.0	100.0	

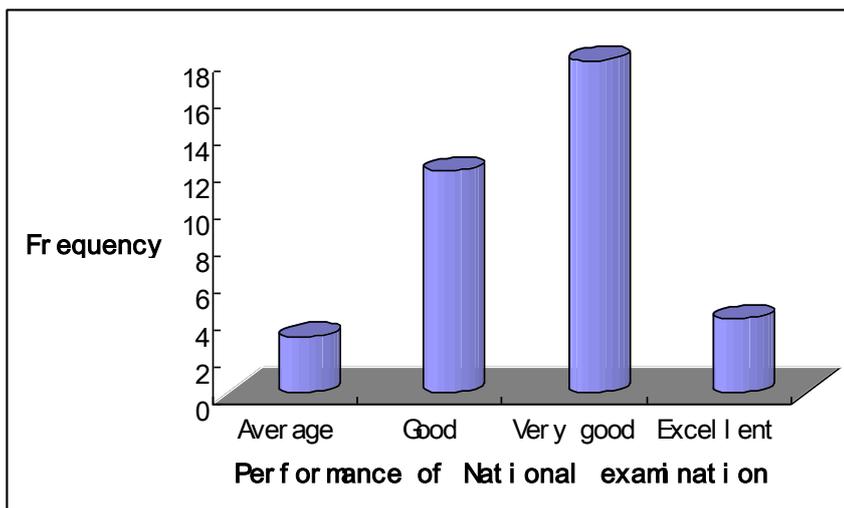


Figure 4.13 Performance of National Examination

A good number of head teachers 27 (72.9%) identified the quality of education provided to the pupils to be good, with 9 (24.3%) to be excellent and the least 1 (2.7%) to be fair. The findings indicated that the quality of education provided to the pupils in private primary schools in Eldoret Municipality to be good as shown in figure 4.14.

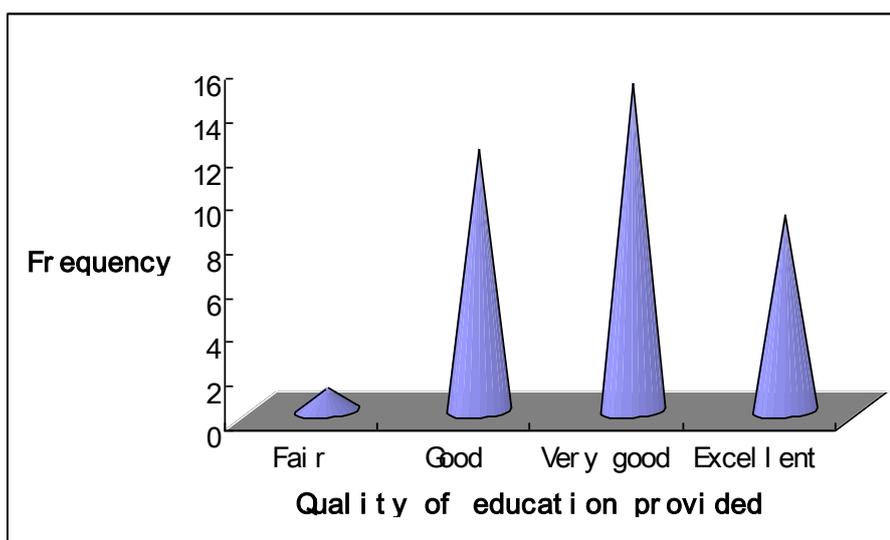


Figure 4.14 Quality of Education Provided in School

The level of dedication of staff on spiritual and moral values of learners to be varied during the study as summarized in figure 4.15 below. Majority of head teachers 30 (81.1%) identified level of spiritual and moral values of learners to be highly

dedicated, with 4 (10.8%) as partially dedicated and 3 (8.1%) don't care on the level of spiritual and moral values of learners. From the study it showed that the level of spiritual and moral values of learners was high.

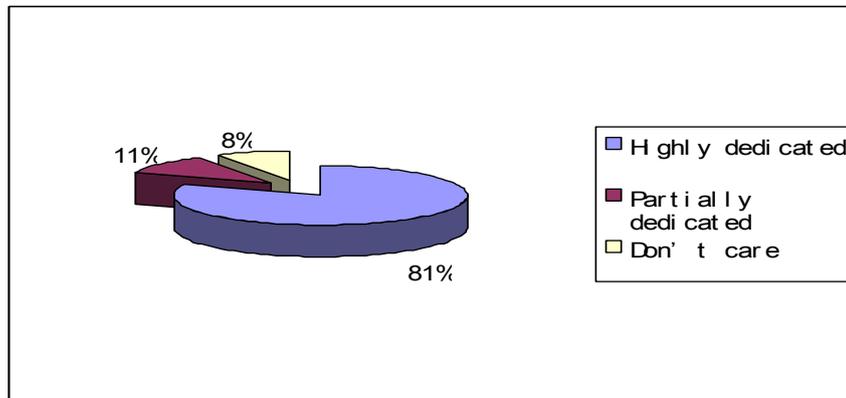


Figure 4.15 Dedication of staff on spiritual and moral values of learners

Majority of the head teachers identified that they had school policy on disciplining of staff and pupils at 68% and 12 (32.4%) disagreed that they had no school policy for disciplining of staff and pupils as shown in figure 4.16 and Table 4.13. The presence of school policy was relevant in enhancing discipline amongst the staff and pupils.

Table 4.13 School policy on disciplining of staff and pupils

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	25	67.6	67.6	67.6
No	12	32.4	32.4	100.0
Total	37	100.0	100.0	

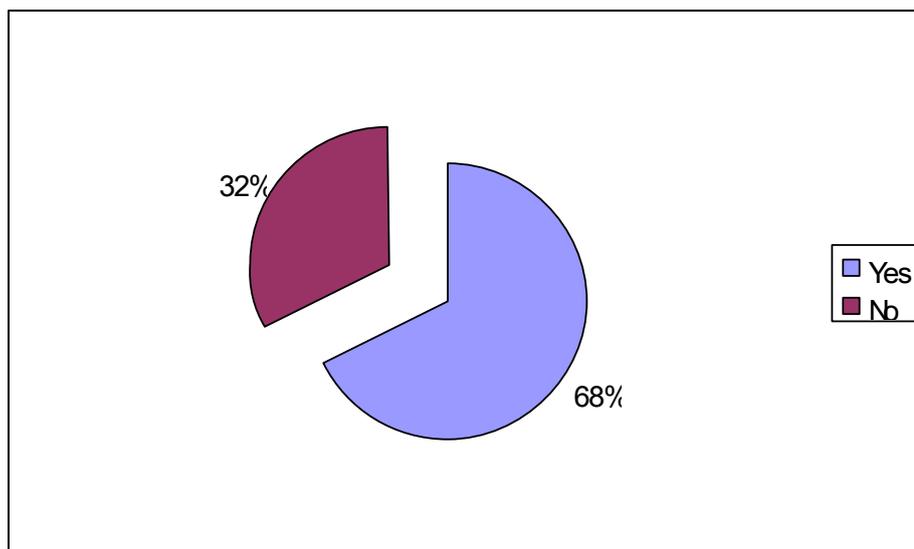


Figure 4.16 School policy disciplining of staff and pupils

4.4 The Challenges Faced By the Head Teacher of the School.

Majority of head teachers identified 22 (59.4%) human resource management to be low challenge faced by the Head teacher, with 9 (24.3%) to be high intensity challenge and 6 (16.2%) rated the intensity of the challenge to be moderate. Majority of the head teachers 27 (73%) rated the intensity of collection of fees to be low, with 7 (18.9%) to be high and 3 (8.1%) as moderate intensity challenge. Majority of head teachers 28 (75.7) rated the competition from other schools to be low challenge, with 5 (13.5%) highly rated and 4 (10.8%) as moderate challenge. Majority of head teachers 21 (56.7%) rated the motivation of staff challenge to be low, with 11 (29.7%) to be high and 5 (13.5%) as moderate challenge. Majority of the head teachers identified the relationship between head teacher and school management to be low, with 11(19.7%) high and 3 (8.1%) rated the relationship of Head teacher and school management as moderate. Majority of head teachers rated the support from teachers to be low, with 9 (24.3%) as high challenge and 5 (13.5%) as a moderate challenge. Majority of head teachers identified the stability of staff to be a low challenge intensity, with 8 (21.6%) to be high and 4 (10.8%) as a moderate challenge

intensity faced by head teachers. Majority of head teachers 67.6% identified the retention of students to be a low intensity challenge, with 8 (21.6%) as a high intensity challenge and 4 (10.8%) as a moderate challenge faced by head teachers.

From the study the head teachers rated the intensity of human resource management, collection of fees, competition from other schools, motivation of staff, the relationship between head teacher and school management, the support from teachers to be low, the stability of staff and the retention of students to be a low challenge faced in the school as summarized in Table 4.14.

Table 4.14 Challenges faced by the Head teacher of the school.

	Very high		High		Moderate		Low		Very low	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Human resource management	4	10.8	5	13.5	6	16.2	4	10.8	18	48.6
Collection of fees	1	2.7	6	16.2	3	8.1	4	10.8	23	62.2
Competition from other schools	3	8.1	2	5.4	4	10.8	5	13.5	23	62.2
Motivation of staff	3	8.1	8	21.6	5	13.5	3	8.1	18	48.6
Relationship of Head teacher and school management	6	16.2	5	13.5	3	8.1	5	13.5	18	48.6
Support from teachers	4	10.8	5	13.5	5	13.5	4	10.8	19	51.4
Stability of staff	3	8.1	5	13.5	4	10.8	6	16.2	19	51.4
Retention of students	4	10.8	4	10.8	4	10.8	5	13.5	20	54.1

4.5 Corporate Entrepreneurship Assessment Instrument(CEAI)

The Corporate Entrepreneurship Assessment Instrument (CEAI) measures the nature of corporate entrepreneurship and the organisational factors that influence or encourage innovation within the corporate environment (Morris and Kuratko, 2002). This tool was developed by Kuratko, Hornsby and Montago as cited in Morris and Kuratko (2002). Corporate Entrepreneurship Assessment Instrument (CEAI) is a very adaptable and suited for measuring innovation and entrepreneurship in any organisational environment with minor adjustments. The following underlying variables form part of the CEAI :

6. Management Support for Corporate Entrepreneurship Q1-Q19.
7. Work Discretion Q20-Q29
8. Rewards/Reinforcement Q30-Q35
9. Time Availability Q36-Q41
10. Organisational Boundaries Q42-Q48

The learning about how teachers perceive their workplace and organization in terms of management, learning and teaching activities to enhance quality education as well as entrepreneurship was conducted and the perception of the respondents were varied as summarized in the part that follows.

4.5.1 Management support

The learning about how teachers perceive their workplace and organization in terms of management support was varied as summarized in table 4.15 below. Majority of the teachers 115 (77.7%) agreed that their organization is quick to use improved work methods to assist in learning and teaching, with 14 (9.5%) undecided and 19 (12.9%) disagrees that their organization is quick to use improved work methods to assist in learning and teaching. Majority of the teachers 115 (71.6%) agreed that their

organization is quick to use improved work methods that are suggested by staff for quality education, with 14 (9.5%) undecided and 19 (18.9%) disagreed that their organization is quick to use improved work methods that are suggested by staff for quality education. Majority of the teachers 122 (81.4%) agreed that their organization is quick in developing ideas for the improvement of the school is encouraged, with 9 (6.1%) undecided and 17 (11.5%) disagreed that their organization is quick in developing ideas for the improvement of the school is encouraged. Majority of the teachers 78 (53.7%) agreed that upper management is aware of and very receptive to ideas and suggestions in regard to programmes in the school, with 39 (26.4%) undecided and 31 (20.9%) disagreed that upper management is aware of and very receptive to their ideas and suggestions in regard to programmes in the school. Majority of the teachers 79 (53.4%) agreed that commendation usually follows from the development of new and innovative ideas, with 38 (25.7%) undecided and 31 (21%) disagreed that commendation usually follows from the development of new and innovative ideas. Majority of the teachers 90 (60.8%) agreed that those employees who come up with innovative ideas in regard to quality education on their own often receive management encouragement for their activities, with 18 (12.2%) undecided and 40 (27%) disagreed that those employees who come up with innovative ideas in regard to quality education on their own often receive management encouragement for their activities. A good number of the teachers 33 (29.1%) agreed that the ‘doers’ on quality education are allowed to make decisions without going through elaborate justification and approval procedures, with 37 (25%) undecided and 68 (46%) disagreed that the ‘doers’ on quality education are allowed to make decisions without going through elaborate justification and approval procedures.

A good number of the teachers 48 (32.4%) agreed that senior managers encourage

innovators to bend rules and rigid procedures in order to keep promising ideas on track so as to enhance quality education, with 38 (25.7%) undecided and 62 (41.8%) disagreed that senior managers encourage innovators to bend rules and rigid procedures in order to keep promising ideas on track so as to enhance quality education. A good number of the teachers 59 (39.9%) agreed that many top managers are known for their empathy with the innovation process in teaching and learning activities, with 36 (24.3%) undecided and 52 (35.8%) disagreed that many top managers are known for their empathy with the innovation process in teaching and learning activities. A good number of the teachers 65(43.9%) agreed that funding is often available to get new venture ideas off the ground, with 32 (21.6%) undecided and 51 (34.5%) disagreed that funding is often available to get new venture ideas off the ground. A good number of the teachers 63(42.6%) agreed that individuals with successful innovative projects receive additional rewards and compensation for their ideas and efforts beyond the standard reward system in terms of commendations, with 27 (18.2%) undecided and 56 (39.2%) disagreed that individuals with successful innovative projects receive additional rewards and compensation for their ideas and efforts beyond the standard reward system in terms of commendations.

Majority of the teachers 83 (56.1%) agreed that there are several options within organization for their innovative ideas towards learning and teaching, with 34 (23%) undecided and 31 (21%) disagreed that there are several options within organization for their innovative ideas towards learning and teaching.

A good number of the teachers 51(34.4%) agreed that people are for individuals to get financial support areoften encouraged to take calculated risks with ideas around to support the pupils, with 45 (30.4%) undecided and 52 (35.2%) disagreed that people are for individuals to get financial support areoften encouraged to take calculated risks

with ideas around to support the pupils. A good number of the teachers 61(41.3%) agreed that individual risk takers are often recognized for their willingness to champion new projects, whether eventually successful or no, with 34 (21.3%) undecided and 53 (35.8%) disagreed that individual risk takers are often recognized for their willingness to champion new projects, whether eventually successful or no.

A good number of the teachers 50(33.8%) agreed that the term “risk taker” is considered a positive attribute for people in their work area, whether eventually successful or no, with 45 (30.4%) undecided and 53 (35.8%) disagreed that the term “risk taker” is considered a positive attribute for people in their work area. A good number of the teachers 54(36.5%) agreed that their organization supports many small and experimental ventures realizing that some will undoubtedly fail, with 39 (26.4%) undecided and 55 (37.2%) disagreed that their organization supports many small and experimental ventures realizing that some will undoubtedly fail.

A good number of the teachers 54(36.5%) agreed that their organization supports many small and experimental ventures realizing that some will undoubtedly fail, with 39 (26.4%) undecided and 55 (37.2%) disagreed that their organization supports many small and experimental ventures realizing that some will undoubtedly fail. Majority of the teachers 89 (60.1%) agreed that an employee with a good idea is often given free time to develop that idea all in the hope of assisting the pupils achieving their objectives, with 24 (16.2%) undecided and 35 (23.7%) disagreed that an employee with a good idea is often given free time to develop that idea all in the hope of assisting the pupils achieving their objectives.

Majority of the teachers 80 (54%) agreed that there is considerable desire among people in the organization for generating new ideas without regard for crossing departmental or functional boundaries in enhancing quality education, with 28

(18.5%) undecided and 40 (27%) disagreed that there is considerable desire among people in the organization for generating new ideas without regard for crossing departmental or functional boundaries in enhancing quality education.

Majority of the teachers 109 (73.6%) agreed that people are encouraged to talk to employees in other departments of this organization about Quality Education ideas and possible new ventures in the area, with 18 (12.2%) undecided and 21 (14.2%) disagreed that there is considerable desire among people in the organization for generating new ideas without regard for crossing departmental or functional boundaries in enhancing quality education.

From the study the learning about how teachers perceive their workplace and organization in terms of management support the head teachers agreed that their organization is quick to use improved work methods to assist in learning and teaching, their organization is quick to use improved work methods that are suggested by staff for quality education, their organization is developing ideas for the improvement of the school is encouraged, upper management is aware of and very receptive to ideas and suggestions in regard to programmes in the school, commendation usually follows from the development of new and innovative ideas, those employees who come up with innovative ideas in regard to quality education on their own often receive management encouragement for their activities, there are several options within organization for their innovative ideas towards learning and teaching, there is considerable desire among people in the organization for generating new ideas without regard for crossing departmental or functional boundaries in enhancing quality education, people are encouraged to talk to employees in other departments of this organization about Quality Education ideas and possible new ventures in the area, for generating new ideas without regard for crossing departmental or functional

boundaries in enhancing quality education. This is in agreement with Monte, et al. (2004) that point out that innovation can only start in the organization once the management supports the climate of entrepreneurship. According to Thompson (2004) the main reason for the failure of corporate entrepreneurship in organizations is the lack of support from management and thus the difficulty in the development of entrepreneurial activities or a no start from middle management. Kuratko, et al. (2005) support the assertion that management support is the underlying pillar of initiating and driving corporate entrepreneurship in any organization.

Table 4.15 Management support

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My organization is quick to use improved work methods to assist in learning and teaching.	44	29.7	71	48.0	14	9.5	10	6.8	9	6.1
My organization is quick to use improved work methods that are suggested by staff for quality education	32	21.6	74	50.0	14	9.5	15	10.1	13	8.8
In my organization, developing ideas for the improvement of the school is encouraged	53	35.8	69	46.6	9	6.1	9	6.1	8	5.4
Upper management is aware of and very receptive to my ideas and suggestions in regard to programmes in the school	19	12.8	59	39.9	39	26.4	15	10.1	16	10.8
A commendation usually follows from the development of new and innovative ideas	18	12.2	61	41.2	38	25.7	18	12.2	13	8.8
Those employees who come up with innovative ideas in regard to quality education on their own often receive management encouragement for their activities.	33	22.3	57	38.5	18	12.2	27	18.2	13	8.8
The 'doers' on quality education are allowed to make decisions without going through elaborate justification and approval procedures.	9	6.1	34	23.0	37	25.0	30	20.3	38	25.7
Senior managers encourage innovators to bend rules and rigid procedures in order to keep promising ideas on track so as to enhance quality education.	12	8.1	36	24.3	38	25.7	27	18.2	35	23.6
Many top managers are	12	8.1	47	31.8	36	24.	26	17.	27	18.

known for their empathy with the innovation process in teaching and learning activities.						3		6		2
Funding is often available to get new venture ideas off the ground.	16	10.8	49	33.1	32	21.6	26	17.6	25	16.9
Individuals with successful innovative projects receive additional rewards and compensation for their ideas and efforts beyond the standard reward system in terms of commendations.	14	9.5	49	33.1	27	18.2	26	17.6	32	21.6
There are several options within organization for their the innovative ideas towards learning and teaching.	12	8.1	71	48.0	34	23.0	13	8.8	18	12.2
People are for individuals to get financial support often encouraged to take calculated risks with ideas around here to support the pupils.	11	7.4	40	27.0	45	30.4	26	17.6	26	17.6
Individual risk takers are often recognized for their willingness to champion new projects, whether eventually successful or no	14	9.5	47	31.8	34	23.0	18	12.2	35	23.6
The term "risk taker" is considered a positive attribute for people in my work area.	9	6.1	41	27.7	45	30.4	23	15.5	30	20.3
This organization supports many small and experimental ventures realizing that some will undoubtedly fail.	9	6.1	45	30.4	39	26.4	18	12.2	37	25.0
An employee with a good idea is often given free time to develop that idea all in the hope of assisting the pupils	29	19.6	60	40.5	24	16.2	18	12.2	17	11.5

achieving their objectives.										
There is considerable desire among people in the organization for generating new ideas without regard for crossing departmental or functional boundaries in enhancing quality education.	20	13.5	60	40.5	28	18.9	27	18.2	13	8.8
People are encouraged to talk to employees in other departments of this organization about Quality Education ideas and possible new ventures in the area.	32	21.6	77	52.0	18	12.2	15	10.1	6	4.1

4.4.2 Work discretion

The learning about how teachers perceive their workplace and organization in terms of work discretion was varied as summarized in table 4.16 below. Majority of the teachers 90 (60.8%) disagreed that they feel their own boss in their school and do not have to double-check their decisions with someone else, with 18 (12.2%) undecided and 40 (27.1%) disagreed that they feel their own boss in their school and do not have to double-check their decisions with someone else.

Majority of the teachers 83 (56.7%) agreed that harsh criticism and punishment result from mistakes made on the job, with 18 (12.2%) undecided and 46 (31.1%) disagreed that harsh criticism and punishment result from mistakes made on the job.

Majority of the teachers 100 (67.5%) agreed that their organization provides the chance to be creative and try their own methods of enhancing quality education, with 16 (10.8%) undecided and 32 (21.6%) disagreed that their organization provides the chance to be creative and try their own methods of enhancing quality education.

Majority of the teachers 83 (56.1%) agreed that their organization provides the

freedom to use their own judgment in programmed activities in learning and teaching, with 21 (14.2%) undecided and 44 (29.8%) disagreed that their organization provides the freedom to use their own judgment in programmed activities in learning and teaching. Majority of the teachers 107 (72.2%) agreed that their organization provides the chance to do something that makes use of their abilities, with 12 (8.1%) undecided and 84 (56.7%) disagreed that their organization provides the chance to do something that makes use of their abilities.

Majority of the teachers 64 (43.2%) agreed that they have the freedom to decide what they do on job as a teacher, with 16 (10.8%) undecided and 68 (45.9%) disagreed that they have the freedom to decide what they do on job as a teacher. Majority of the teachers 75 (50.7%) agreed that it is basically their own responsibility to decide how their job gets done, with 16 (10.8%) undecided and 57 (38.5%) disagreed that is basically their own responsibility to decide how their job gets done. Majority of the teachers 74 (50%) disagreed that they almost always get to decide what they do on their job, with 16 (10.8%) undecided and 58 (39.2%) agreed that they almost always get to decide what they do on their job.

A good number of the teachers 54 (36.5%) agreed that they have much autonomy on their job and are left on their own to do their own work, with 21(14.2%) undecided and 73 (49.3%) disagreed that they have much autonomy on their job and are left on their own to do their own work. Majority of the teachers 77 (52%) agreed that they seldom have to follow the sane work methods or steps for doing their major tasks from day to day in their school, with 18 (12.2%) undecided and 53 (35.8%) disagreed that they seldom have to follow the sane work methods or steps for doing their major tasks from day to day in their school.

The findings of the study showed that the teachers agreed that work discretion ,that harsh criticism and punishment result from mistakes made on the job, their organization provides the chance to be creative and try their own methods of enhancing quality education, organization provides the freedom to use their own judgment in programmed activities in learning and teaching, organization provides the chance to do something that makes use of their abilities, it is basically their own responsibility to decide how their job gets done and that they seldom have to follow the sane work methods or steps for doing their major tasks from day to day in their school. They also disagreed that they feel their own boss in their school and do not have to double-check their decisions with someone else and that they almost always get to decide what they do on their job.

There is significant evidence that do exist concerning work discretion where this variable is seen asperforming a very important role in enhancing entrepreneurial actions as noted by Van Der Merwe (2008) stated that lower management levels have less authority and responsibility that contributed to the improvement of entrepreneurship in school enterprises.

Table 4.16 Work Discretion

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I feel that I am my own boss in this school and do not have to double-check all of my decisions with someone else.	10	6.8	30	20.3	18	12.2	35	23.6	55	37.2
Harsh criticism and punishment result from mistakes made on the job	31	20.9	53	35.8	18	12.2	25	16.9	21	14.2
This organization provides the chance to be creative and try my own methods of enhancing quality education.	36	24.3	64	43.2	16	10.8	17	11.5	15	10.1
This organization provides the freedom to use my own judgment in programmed activities in learning and teaching.	20	13.5	63	42.6	21	14.2	22	14.9	22	14.9
This organization provides the chance to do something that makes use of my abilities.	35	23.6	72	48.6	12	8.1	72	48.6	12	8.1
I have the freedom to decide what I do on my job as a teacher.	23	15.5	41	27.7	16	10.8	35	23.6	33	22.3
It is basically my own responsibility to decide how my job gets done.	22	14.9	53	35.8	16	10.8	31	20.9	26	17.6
I almost always get to decide what I do on my job.	10	6.8	48	32.4	16	10.8	41	27.7	33	22.3
I have much autonomy on my job and am left on my own to do my own work.	18	12.2	36	24.3	21	14.2	36	24.3	37	25.0
I seldom have to follow the sane work methods or steps for doing my major tasks from day to day in this school.	21	14.2	56	37.8	18	12.2	30	20.3	23	15.5

4.4.3 Rewards/reinforcement

The learning about how teachers perceive their workplace and organization in terms of rewards was varied as summarized in table 4.17 below. Majority of the teachers 88 (59.5%) agreed that their manager helps them get their work done by removing obstacles and roadblocks, with 22 (14.9%) undecided and 38 (25.7%) disagreed that their manager helps them get their work done by removing obstacles and roadblocks. Majority of the teachers 110 (74.3%) agreed that the rewards they receive are dependent upon their work on the job, with 14 (9.5%) undecided and 24 (16.2%) disagreed that the rewards they receive are dependent upon their work on the job.

Majority of the teachers 81 (54.7%) agreed that their supervisor will increase their job responsibilities if they are performing well in their job, with 26 (17.6%) undecided and 41 (27.7%) disagreed that their supervisor will increase their job responsibilities if they are performing well in their job.

Majority of the teachers 100 (67.5%) agreed that their supervisor will give them special recognition if their work performance is especially good, with 26 (17.6%) undecided and 22 (14.9%) disagreed that their supervisor will give them special recognition if their work performance is especially good.

Majority of the teachers 95 (64.2%) agreed that their manager would tell his/her boss if their work was outstanding, with 34 (23%) undecided and 19(12.9%) disagreed that their manager would tell his/her boss if their work was outstanding. Majority of the teachers 110 (74.3%) agreed that there is a lot of challenge in their job as a teacher for teaching activities, with 10 (6.8%) undecided and 28(18.9%) disagreed that there is a lot of challenge in their job as a teacher for teaching activities.

From the findings teachers agrees that their manager helps them get their work done by removing obstacles and roadblocks, that the rewards they receive are dependent

upon their work on the job, their supervisor will increase their job responsibilities if they are performing well in their job, that their supervisor will give them special recognition if their work performance is especially good, their manager would tell his/her boss if their work was outstanding and there is a lot of challenge in their job as a teacher for teaching activities. Gantsho (2006) suggests that it is more important to foster an entrepreneurial nature through recognition than it is by giving incentives. Van Der Merwe (2008) supports the assertion that regards to the healthy role that rewards and reinforcement play in fostering corporate entrepreneurship.

Table 4.17 Rewards/reinforcement

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My manager helps me get my work done by removing obstacles and roadblocks.	30	20.3	58	39.2	22	14.9	18	12.2	20	13.5
The rewards I receive are dependent upon my work on the job.	45	30.4	65	43.9	14	9.5	17	11.5	7	4.7
My supervisor will increase my job responsibilities if I am performing well in my job	24	16.2	57	38.5	26	17.6	19	12.8	22	14.9
My supervisor will give me special recognition if my work performance is especially good	35	23.6	65	43.9	26	17.6	13	8.8	9	6.1
My manager would tell his/her boss if my work was outstanding	36	24.3	59	39.9	34	23.0	13	8.8	6	4.1
There is a lot of challenge in my job as a teacher for teaching activities	49	33.1	61	41.2	10	6.8	21	14.2	7	4.7

4.4.4 Time Availability

The learning about how teachers perceive their workplace and organization in terms of time availability was varied as summarized in table 4.18 below. Majority of the teachers 74 (50%) agreed that during the past three months, their workload kept them from spending time on developing new ideas, with 16 (10.8%) undecided and 58 (39.2%) disagreed that during the past three months, their workload kept them from spending time on developing new ideas.

Majority of the teachers 97(65.6%) disagreed that they always seem to have plenty of time to get everything done, with 15 (10.1%) undecided and 36 (24.3%) agreed that they always seem to have plenty of time to get everything done.

A good number of the teachers 64 (43.3%) agreed that they have just the right amount of time and workload to do everything well, with 13 (8.8%) undecided and 71 (47.9%) disagreed that they have just the right amount of time and workload to do everything well. A good number of the teachers 66 (44.6%) agreed that their job is structured so that they have very little time to think about wider organizational problems, with 10 (6.8%) undecided and 72 (48.6%) disagreed that their job is structured so that they have very little time to think about wider organizational problems.

Majority of the teachers 85 (57.5%) agreed that they feel always working with time constraints on their job, with 11 (7.4%) undecided and 52 (35.1%) disagreed that they feel always working with time constraints on their job. Majority of the teachers 56 (37.8%) agreed that their co-workers and them always find time for long-term problem, with 19 (12.8%) undecided and 73 (49.3%) disagreed that their co-workers and them always find time for long-term problem.

The findings of the study showed that teachers agreed that during the past three months, their workload kept them from spending time on developing new ideas, that

they feel always working with time constraints on their job and disagreed that they always seem to have plenty of time to get everything done. Accordingly, employees must perceive the availability of resources as noted by Hornsby et al. (2002), innovative activities (Kanter, 1985). The availability of slack resources usually encourages experimentation and risk-taking behaviours. Time has to be made available to employees to enhance innovation. Gantsho (2006) explain that time is a pre-requisite of fostering entrepreneurial environment.

Table 4.18 Time Availability

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
During the past three months, my workload kept me from spending time on developing new ideas.	30	20.3	44	29.7	16	10.8	36	24.3	22	14.9
I always seem to have plenty of time to get everything done	9	6.1	27	18.2	15	10.1	51	34.5	46	31.1
I have just the right amount of time and workload to do everything well.	14	9.5	50	33.8	13	8.8	40	27.0	31	20.9
My job is structured so that I have very little time to think about wider organizational problems	25	16.9	41	27.7	10	6.8	45	30.4	27	18.2
I feel that I am always working with time constraints on my job	38	25.7	47	31.8	11	7.4	32	21.6	20	13.5
My co-workers and I always find time for long-term problem solving	15	10.1	41	27.7	19	12.8	40	27.0	33	22.3

4.4.5 Organizational boundaries

The learning about how teachers perceive their workplace and organization in terms of organizational boundaries was varied as summarized in table 4.19 below. Majority of the teachers 112 (75.7%) agreed that in the past three months, they had always followed standard operating procedures or practices to do their major tasks in regard to learning and teaching, with 15 (10.1%) undecided and 21 (14.2%) disagreed that in the past three months, they had always followed standard operating procedures or practices to do their major tasks in regard to learning and teaching. Majority of the teachers 91 (61.4%) agreed that there are many written rules and procedures that exist for doing their major tasks in their school, with 10 (6.8%) undecided and 47 (31.7%) disagreed that there are many written rules and procedures that exist for doing their major tasks in their school. Majority of the teachers 129 (87.2%) agreed that on their job they had no doubt of what is expected of them, with 7(4.7%) undecided and 12 (8.1%) disagreed that on their job they had no doubt of what is expected of them. Majority of the teachers 57 (38.5%) agreed that there is little uncertainty in their job, with 21 (14.2%) undecided and 70 (47.2%) disagreed that there is little uncertainty in their job.

Majority of the teachers 79 (53.4%) agreed that during the past year, their immediate supervisor discussed their work performance with them frequently, with 14(9.5%) undecided and 55 (37.2%) disagreed that during the past year, their immediate supervisor discussed their work performance with them frequently. Majority of the teachers 109 (73.7%) agreed that their job description clearly specifies the standards of performance on which the job is evaluated, with 17(11.5%) undecided and 22 (14.8%) disagreed that their job description clearly specifies the standards of performance on which the job is evaluated. Majority of the teachers 133 (89.9%)

agreed that they clearly know what level of work performance is expected from them in terms of amount, quality, and time line of output, with 6 (4.1%) undecided and 9 (6.1%) disagreed that there is little uncertainty in their job.

The findings of the study showed that in the past three months, they had always followed standard operating procedures or practices to do their major tasks in regard to learning and teaching, that there are many written rules and procedures that exist for doing their major tasks in their school, that on their job they had no doubt of what is expected of them, that during the past year, their immediate supervisor discussed their work performance with them frequently, that their job description clearly specifies the standards of performance on which the job is evaluated and that they clearly know what level of work performance is expected from them in terms of amount, quality, and time line of output. Organizational boundaries is described as information sharing between internal and external stakeholders, a flexible boundary of sharing information and collaboration between different departments and divisions as noted by Miller,et al. (2007).Monte,et al (2004) suggest that flexible boundaries are an enabler of corporate entrepreneurship.

Table 4.19 Organizational boundaries

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
In the past three months, I have always followed standard operating procedures or practices to do my major tasks in regard to learning and teaching.	33	22.3	79	53.4	15	10.1	15	10.1	6	4.1
There are many written rules and procedures that exist for doing my major tasks in this school.	27	18.2	64	43.2	10	6.8	31	20.9	16	10.8
On my job I have no doubt of what is expected of me.	54	36.5	75	50.7	7	4.7	5	3.4	7	4.7
There is little uncertainty in my job.	9	6.1	48	32.4	21	14.2	35	23.6	35	23.6
During the past year, my immediate supervisor discussed my work performance with me frequently.	25	16.9	54	36.5	14	9.5	34	23.0	21	14.2
My job description clearly specifies the standards of performance on which my job is evaluated.	34	23.0	75	50.7	17	11.5	15	10.1	7	4.7
I clearly know what level of work performance is expected from me in terms of amount, quality, and time line of output	57	38.5	76	51.4	6	4.1	5	3.4	4	2.7

Table 4.20 Observation Checklist

Observation checklist was used by the researcher to ascertain whether the following items/educational facilities were adequate or not adequate in private primary schools so as to enhance provision of quality education. Majority of the private primary schools had adequate classrooms, head teachers' office, school fence, security guard

and gate, desks, kitchen, rubbish pit, source of water and computers. The items clearly correlate with helping the learners in enhancing quality of education. On the other hand, the following educational facilities were not adequate in few schools, they include: library, dormitory, dining hall, and laboratory as shown in Table 4.20 below.

Table 4.20 Observation Checklist

	Adequate		Not adequate	
	F	%	F	%
Class room	33	89.2	4	10.8
Library	9	24.3	28	75.7
Staff room	12	32.4	25	67.6
Head Teachers' office	19	51.4	18	48.6
Play ground	11	29.7	26	70.3
Sanitation Infrastructure	35	94.6	2	5.4
Source of Water	31	83.8	6	16.2
School fence	19	51.4	18	48.6
Security guard and Gate	25	67.6	12	32.4
Rubbish pit	34	91.9	3	8.1
Dormitory	9	24.3	28	75.7
Dining hall	9	24.3	28	75.7
Desks	37	100.0	0	0
Kitchen	25	67.6	12	32.4
Laboratory	5	13.5	32	86.5
Computers	18	48.6	19	51.4
Internet	10	27.0	27	73.0

4.6 Correlation Analysis

4.6.1 Relationship between the existing curriculum implementation practices and quality of education provided by private schools

The Pearson correlation was performed to determine relationship between the existing curriculum implementation practices and quality of education provided by private schools as shown in Table 4.21 below. The support given to the teachers was negatively significant to the Quality of education provided in school at 5% level of significance ($r = -.429$) 2 – tailed. The support given to the teachers was positively significant to the Quality of education provided in school at 1% level of significance ($r = -.571$) 2 – tailed. The activities in the schools was positively significant to the quality of education provided in school at 1% level of significance ($r = .430$) 2 – tailed. The Performance of national examination was positively significant to the curriculum implementation practices at 1% level of significance ($r = .466$) 2 – tailed. From the findings there was no correlation between engaging in team building, dedication of staff on spiritual and moral values of learners, school policy on disciplining of staff and pupils and challenges were found to have no relationship to quality of education provided in school.

Table 4.21 Relationship between the existing curriculum implementation practices and quality of education provided by private schools

		Quality of Education
Quality of education provided in school	Pearson Correlation	1
	Sig. (2-tailed)	
Support given to teachers	Pearson Correlation	-.429*
	Sig. (2-tailed)	.018
Initiatives of team building	Pearson Correlation	-.571**
	Sig. (2-tailed)	.001
Engages in team building	Pearson Correlation	.297
	Sig. (2-tailed)	.111
Activities carried out in school	Pearson Correlation	.430*
	Sig. (2-tailed)	.018
Performance of national examination	Pearson Correlation	.466**
	Sig. (2-tailed)	.010
Dedication of staff on spiritual and moral values of learners	Pearson Correlation	-.273
	Sig. (2-tailed)	.144
School policy disciplining of staff and pupils	Pearson Correlation	.314
	Sig. (2-tailed)	.091
Challenges faced by the head teacher of the school	Pearson Correlation	-.304
	Sig. (2-tailed)	.102

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

a. List wise N=37

4.6.2 Relationship to document the balance between business interest and provision of quality education

The Pearson correlation was performed to document the relationship between business interest and provision of quality education as shown in Table 4.22. The reward system to enhance quality of education was negatively significant to the Quality of education provided in school at 5% level of significance ($r = -.452$) 2 – tailed. The human resource policies to minimize the staff turnover in school was negatively significant to the Quality of education provided in school at 1% level of significance ($r = -.376$) 2 – tailed. The quality of the learners and teacher is their driving force as the head teacher was negatively significant to the quality of education provided in school at 5% level of significance ($r = -.341$) 2 – tailed. From the findings there was no correlation between driving force of my work is driven by business interest was found to have no relationship with quality of education provided in school.

Table 4.22 Relationship to document the balance between business interest and provision of quality education

		Quality of education
Quality of education provided in school	Pearson Correlation Sig. (2-tailed)	1
Reward system to enhance quality of education	Pearson Correlation Sig. (2-tailed)	-.452** .006
Human resource policies to minimize the staff turnover in school	Pearson Correlation Sig. (2-tailed)	-.376* .026
Driving force of my work is driven by business interest	Pearson Correlation Sig. (2-tailed)	-.185 .287
Quality of the learners and teacher is my driving force as the head teacher	Pearson Correlation Sig. (2-tailed)	-.341* .045
Have in- service programmes for teachers	Pearson Correlation Sig. (2-tailed)	-.574** .000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. List wise N=147

4.7 Regression analysis

The researcher undertook a multiple regression, and scrolled down the output value and formed the table below: From this study, the researcher wished to establish if it was possible to predict the influence of the following Independent variables which is

organizational boundaries, work discretion, support management, time availability, rewards and reinforcement on Quality Education which is the dependent variable. The researcher then represented the information in form of an equation:

$$QE = \beta_0 + \beta_1 + \beta_2 + \beta_3 + \beta_4 + \beta_5 + \epsilon$$

The researcher substituted the unstandardized coefficient into a regression equation (after rounding the values): $QE = -8.583 + .385 \beta_1 + .022 \beta_2 + .037 \beta_3 + .004 \beta_4 + 0.717 \beta_5 + \dots + 4.3 \epsilon$ and formed the table 4.30 below:

Table 4.23 Coefficients of Quality Education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	-8.583	1.012		-8.479	.000
Support management	1.976	.221	.385	8.946	.000
Work discretion	.086	.167	.022	.515	.607
Rewards & reinforcement	-.190	.231	-.037	-.821	.413
Time availability	.021	.233	.004	.091	.928
Organization boundaries	4.283	.282	.717	15.192	.000

a. Dependent Variable: Quality

This meant that the researcher could now predict the independent variables that influenced the dependent variable. In order to check the importance of these estimates, the researcher scrolled back the output and looked at the results of R square and T tests and F tests as shown in the model below:

Table 4.24 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.890 ^a	.792	.785	1.69350	.792	107.418	5	141	.000	2.168

a. Predictors: (Constant), Organization boundaries, work discretion, support

Management, Time availability, Rewards and reinforcement.

b. Dependent Variable: Quality education

The R square and adjusted R square values of .792 and .785 respectively both indicated that there was a high degree of goodness of fit of the regression model. It also means that over 70% of variance in the dependent variable (Quality education) can be explained by the regression model. The F test result was 107.418 with a significance of .000. This meant that the probability of these results occurring by chance was less than .0005. Therefore a significant relationship was present between Quality education (DV) and Organization boundaries, work discretion, support management, Time availability, Rewards and reinforcement (IVs).

The T test results for the individual regression coefficient as shown in Table 4.23 above (extract), for the five independent variables were: 8.946 support management, .515 work discretion, -.821 Rewards and reinforcement, .091 Time availability, 15.192 Organization boundaries. This means that the regression coefficient were all statistically significant at $p < 0.05$ level. The model significantly improved the ability to predict the quality of education provided in the school.

Table 4.25 ANOVA of Quality Education

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1540.348	5	308.070	107.418	.000 ^a
	Residual	404.381	141	2.868		
	Total	1944.729	146			

a. Predictors: (Constant), Organization boundaries, work discretion, support, Time availability, Rewards

b. Dependent Variable: Quality education

The estimates of β values give an individual contribution of each predictor to the model. The β value tells us about the relationship between the Quality education with each predictor. The positive β values indicate the positive relationship between the predictors and the outcome where as a negative coefficient represents a negative relationship. The β value for rewards had a negative coefficient thus negative relationship. However organization boundaries, work discretion, support and time availability was positive indicating positive relationship. The negative and positive b values indicate the direction of relationship between predictors and outcome. The model was then specified as:-

$$\text{Quality Education} = -8.583 + .385\text{Support} + .022\text{Work discretion} + .037\text{Rewards} \\ + .004\text{Time mnagement} + 0.717\text{Organization} \dots \dots \text{Equation 4.3}$$

The t test was used as a measure to identify whether the predictors were making a significant contribution to the model. When the t -test associated with b -values is significant and the predictor is making a significant contribution to the model. The smaller the value of significance (the larger the value of t) i.e. greater is the contributor of that predictor. For this model the support ($t = 8.946$, $P < .05$), work

discretion ($t = 515, P > .05$), rewards ($t = -.821, P < .05$), time availability ($t = -.091, P < .05$) and organization boundaries (15.192, $p < 0.05$.)

The regression histogram showed in figure 4.17 below portrayed how the distribution of responses between the independent and dependent variables. The findings showed that the distribution was normally distributed with a mean of $9.29E-15$ and standard deviation of 0.983. These showed that the entrepreneurial motives had an impact on educational quality.

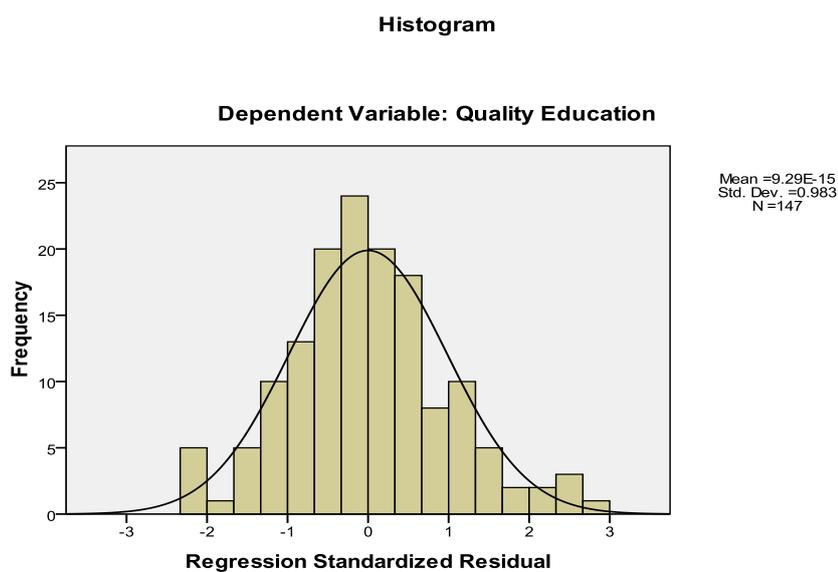


Figure 4.17 Regression Histogram of Quality Education

The scattered plot diagram presented in figure 4.18 below, showed how the responses were distributed during the study. Majority of them were found to be concentrated on the centre of the scatter plot.

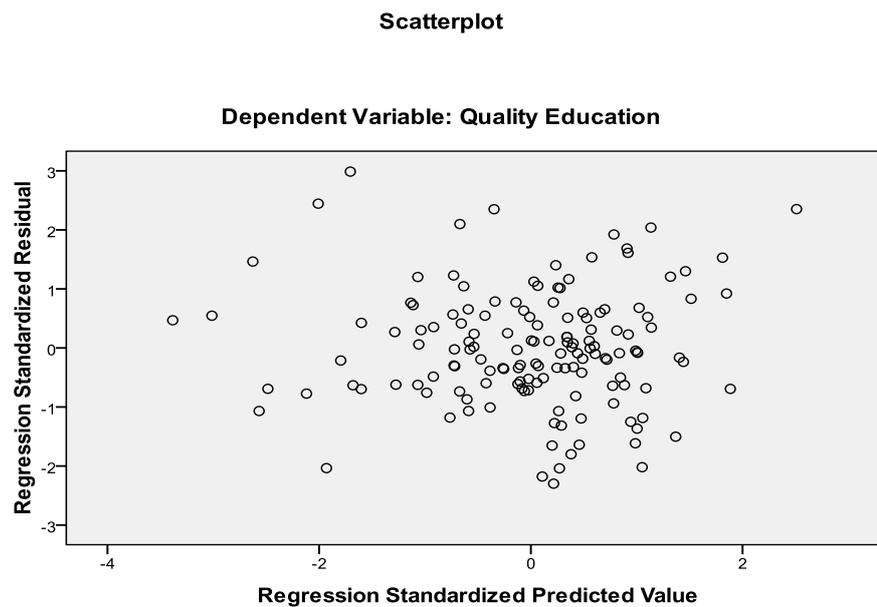


Figure 4.18 Scattered plot of Quality Education

4.8 Interview Schedule Results

1. In light of the entrepreneurial wanting and drive in the school enterprise, the school manager identified that to strike the balance between entrepreneurial motive and provision of quality education in the school enterprise. Majority of the school proprietors, 37% noted that they strive at giving quality education to their clients thus leading to good results being realized. This makes parents to willingly bring their children and they benefit from steadily enrolment thus they get some profits while upholding quality education to their clients. Once the parents get value for their money then it will attract many parents hence leading to realization of profits while the quality provision is maintained.

The implications of government introducing affirmative action in the admission of KCPE candidates to secondary schools was observed by the school proprietors that it kills the entrepreneurial drive and morale since most of the parents have opted to register their children in public primary schools leading, to low enrolment. Discrimination of private primary schools denies provision of quality education to the

pupils from the community since most teachers would move to other institutions since the school would not cater for their salaries as well as other expenses in running schools. When the school enrolment goes down then the entrepreneurial drive is affected.

The initiatives that would expand operational capacities in the face of competition and challenges facing private primary schools was noted by the school managers that the school should engage in income generating activities such as livestock rearing, poultry farming, maize farming, vegetable farming as well as renting out their buildings for use by other institutions such as universities and colleges among others to supplement the school income other than the school fees.

The school should also buy their land by putting up more classrooms to cater for the ever increasing enrolment but put more emphasis on the final grades for candidates to make them competitive. The school should put up structures such as hotels, swimming pools, rental houses among others as well as starting new schools to supplement the school fees which would be used to motivate the work force hence improve the quality of education offered to students.

2. Ways of improving the quality of education offered by school

Majority of the school proprietors 34% highlighted the following ways of improving the quality of education. The teachers as well as the workforce should be paid well and also improve terms of service since it will motivate the staff to perform their duties diligently. Furthermore, the school should avail the learning and teaching materials for both the teachers and pupils. The school administration should employ trained and qualified staff so as to teach effectively.

In addition, the staff should undergo some capacity building so as to enhance their teaching capability by adopting appropriate teaching strategies and approaches. The

administration should also ensure close supervision of teachers, staff, support staff and pupils so as to ensure the quality of education is upheld in the institution. Ongoing training for teachers can have a direct impact on student achievement. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Craig, Kraft & Du Plessis, 1998).

3.The challenges of meeting the financial obligation facing school (both recurrent and development expenditure)

Majority of the school proprietors 35% stressed that the fees they charge is not commensurate to the services they provide to the clientele since there is some deficiency in meeting expenditure. The school managers noted that they should look for loans from financial institutions such as banks as well as cooperatives societies so as to supplement the school fees in meeting recurrent and development expenditures.

The school proprietors should also seek some financial assistance from World Bank, UNICEF, UNDP, FBO' s, NGO's as well as other charitable organization since they have come up with ways of helping entrepreneurs by putting up structures that will help the community.

The loans borrowed from financial institutions, increase the repayment period as well as reduce the lending rates so as to ensure that school proprietors can afford the loan so as to help in meeting the recurrent and development expenditures. The school proprietors should also use part of their savings in meeting the financial challenge for putting up structures required for the teaching and learning process as well as for meeting other expenditures.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

The purpose of the study was to investigate balancing entrepreneurial motive and provision of quality education by managers of private primary schools in Eldoret Municipality. It is evident from the existing literature that very few studies have affirmed balancing between the entrepreneurial motive and provision of quality education by private primary schools. The study will, therefore, attempt to fill this gap. The following were the objectives of the study; to assess the level of entrepreneurial practices in private primary schools, to evaluate the existing curriculum implementation practices in relation to quality of education provided in private primary schools and to document the balance between business interest and provision of quality education. The study applied the descriptive survey research design. The study adopted mixed methods of research leaning towards quantitative technique.

5.1 Summary of Findings

To determine balancing entrepreneurial motive and provision of quality education by managers of private primary schools in Eldoret Municipality, research questions were formulated that assisted to get answers to the research objectives.

I. The first research question sought to assess the level of entrepreneurial practices in private primary schools in Eldoret Municipality. The learning about how teachers perceive their workplace and organization in terms of management, learning and teaching activities to enhance quality education as well as entrepreneurship was conducted and the perception of the respondents were varied as follows;

From the study the learning about how teachers perceive their workplace and organization in terms of management support the head teachers agreed that their organization is quick to use improved work methods to assist in learning and teaching, their organization is quick to use improved work methods that are suggested by staff for quality education, their organization is developing ideas for the improvement of the school, upper management is aware of and very receptive to ideas and suggestions in regard to programmes in the school, commendation usually follows from the development of new and innovative ideas. This is in agreement with Monte; et al (2004) who points out that innovation can only start in the organization once the management supports the climate of entrepreneurship. According to Thompson (2004) the main reason for the failure of Corporate Entrepreneurship in organizations is the lack of support from management and thus difficulty in the development of entrepreneurial activities or a no start from middle management. Kuratko et al. (2005) support the assertion that management support is the underlying pillar of initiating and driving corporate entrepreneurship in any organization.

The findings of the study showed that the teachers agreed that in work discretion, harsh criticism and punishment result from mistakes made on the job, their organization provided the chance to be creative and try their own methods of enhancing quality education. They also disagreed that they felt their own boss in their school and do not have to double-check their decisions with someone else and that they almost always get to decide what they do on their job. There is significant evidence that does exist concerning work discretion where this variable is seen as performing a very important role in enhancing entrepreneurial actions as noted by Van Der Merwe (2008) states that lower management levels have less authority and

responsibility that contributes to the improvement of entrepreneurship in school enterprises.

From the findings teachers agreed that their manager helped them to get their work done by removing obstacles and roadblocks, that the rewards they receive are dependent upon their work on the job, Gantsho (2006) suggests that it is more important to foster an entrepreneurial nature through recognition than it is by giving incentives. Van Der Merwe (2008) supports the assertion that regards to the healthy role that rewards and reinforcement play in fostering Corporate Entrepreneurship.

The findings of the study showed that teachers agreed that during the past three months, their workload kept them from spending time on developing new ideas, that they felt always working with time constraints on their job and disagreed that they always seem to have plenty of time to get everything done. Accordingly, employees must perceive the importance of availability of resources as noted by Hornsby et al. (2002) innovative activities (Kanter, 1985). Time has to be made available to employees to enhance innovation. Gantsho (2006) explain that time is a pre-requisite of fostering entrepreneurial environment.

The learning about how teachers perceive their workplace and organization in terms of organizational boundaries was varied. The findings of the study showed that in the past three months, they had always followed standard operating procedures or practices to do their major tasks in regard to learning and teaching, and that they clearly know what level of work performance is expected from them in terms of amount, quality, and time line of output. Organizational boundaries are described as information sharing between internal and external stakeholders, a flexible boundary of sharing information and collaboration between different departments and divisions

(Miller, et.al.2007; Monte, et.al 2004),that flexible boundaries are an enabler of Corporate Entrepreneurship.

II. The second research question sought to evaluate the existing curriculum implementation practices in relation to quality of education provided in private primary schools.The level of support given to the teachers to enhance quality education of pupils in the school was varied. From the study the head teachers agreed that the level of support given to the teachers to enhance quality education of pupils in the school rated instructional materials, level of support given to the teachers to enhance quality education of pupils in the school to be high and identified instructional mentoring as very high support given to the teachers to enhance quality education of pupils in the school.

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning, as noted by Miske, Dowd et al., (1998) who argued supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice.

A good number of head teachers had in-service programmes for their teacher, the findings agree with Brown & Sumra (1999) who argue that the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to classrooms following two week orientation training and alongside weekly trainings. The findings agree with Miske, Dowd, et al., (1998) who

argued that few head teachers and administrators in developing countries have had any formal training in the leadership functions of schools which impacts positively on school management.

Majority of head teachers had initiatives of team building to enhance quality education in their schools and others had no initiatives of team building to enhance quality education in their schools.

III.The third research question sought to document the balance between business interest and provision of quality education by managers of private primary schools. Majority of the head teachers viewed the driving force of their work not be business interest, while few agreed that it drives their business interest and the least were not sure on the driving force of their work not to be by business interest. Also Stevenson and Landstrom (2001) affirm that it is the desire to establish one's "own empire" that makes people to set up a school business. Majority of head teachers 34 (91.9%) agreed that the quality of learners and teacher as a driving force and 2 (5.4%) disagree that the quality of learners and teacher as a driving force and the least 1 (2.7%) were not sure on the quality of the learners and teacher as a driving force. The findings agrees with Vespov (2006) that the quest for improving the quality of basic education squarely rests on staff development and the preparation that teachers receive before beginning their work in the classroom. A fighting spirit and desire for success are major drivers for becoming self-employed. This makes people to start a private school to enhance their dominance in society. This motive is principally characterized by a growth orientation (Fischer and Reuber 2003; Smallbone et al. 2002; European Commission 2003).

5.2 Conclusion

Based on the findings, the study concluded that:

I. The reward system was identified to enhance quality of education and management of human resource while the driving force of work by the teachers and head teachers was not by business interest. The quality of learners and teacher was a driving force of the school proprietors, teachers and head teachers.

II. The level of support given to the teachers to enhance quality education of pupils in the school rated instructional materials, level of support given to the teachers to enhance quality education of pupils in the school to be high and identified instructional mentoring as very high support given to the teachers to enhance quality education of pupils in the school as well as team building initiatives.

III. The performance of students in national examination was good and the quality of education provided to the learners was good. The level of spiritual and moral values of learners was high and the presence of school policy was relevant in enhancing discipline amongst the staff and pupils. The intensity of human resource management, collection of fees, competition from other schools, motivation of staff, the relationship between head teacher and school management, the support from teachers to be low, the stability of staff and the retention of students to be least challenges faced in the school.

IV. The initiatives that would expand operational capacities in the face of competition and challenges facing private primary schools was noted by the school managers that the school should engage in income generating activities such as livestock rearing, poultry farming, maize farming, vegetable farming as well as renting out their buildings for use by other institution such as universities and colleges among others to

supplement the school income other than the school fees.

5.3 Recommendations

From the study the following recommendations were made:

I .The government should enhance quality assurance in private primary schools by closely monitoring the activities of entrepreneurs so as to continue in provision of quality education.

II .The government should assist school proprietors in acquisition of social amenities such as electricity, water, accessible roads so as to develop schools in rural areas for instance boarding schools to enhance quality education.

III .The government should encourage private primary school entrepreneur to develop secondary schools in rural areas and in provision of quality education.

IV .The government should enhance inspection of private primary schools regularly so as to enhance provision of quality education as well as meeting the prescribed safety standards in schools.

V .The staff should be provided with contract letters prescribing all the finer details of their work and terms of service to enhance provision of quality education.

5.4 Areas of Further Research

I.Firstly the study into the private enterprises that includes all the role players that will result in a larger sample and be more representative of this sector.

II . Secondly a comparative study within the private school enterprises between two competitors, for example primary schools, secondary schools, or university and what the best learning is from each presented in a case study.

IIIThirdly the results of this study can also be used to ascertain a follow up study that can show the improvement that training programs on corporate entrepreneurship can have on private primary schools as a whole.

IV .Fourthly the results of this study can be used to ascertain some of the best practices that enhance quality education as well as entrepreneurship in private schools.

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APPENDICES**Appendix I: Letter of introduction**

John K. Kositany,
Moi University
P.O Box 3900-30100,
Eldoret.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a post graduate student at Moi University pursuing a Master of Philosophy Degree in Education Management and Policy Studies. My research topic is: "Balancing Entrepreneurial motive and provision of Quality Education by school managers in private primary schools in Eldoret Municipality". It is hoped that this research will contribute towards management of private primary schools in entrepreneurship.

Kindly allow me to carry out the research in your school.

Thanking you in advance.

Yours Faithfully,

John K Kositany.

APPENDIX II: QUESTIONNAIRES FOR HEAD TEACHERS

The information requested in this questionnaire is meant for academic purposes only and shall be treated with confidentiality. Kindly assist in filling the questionnaire.

Thank you.

A. BIO DATA OF THE RESPONDENTS

Tick [√] where appropriate.

What is your gender?

1. Male [] Female []

2. What is your age?

18-25 years []

26-35 years []

36-45 years []

46-55 years []

56 and above []

3. What is your highest professional qualification?

Untrained teacher (UT) []

P 1 []

P 2 []

S 1 []

Diploma []

Graduate []

Any other

4. For how long have you been in your current station?

0-2 years 3-5 years 5-7 years

7-9 years Over 9 years

5. What is your current salary?

a) Below Ksh 3, 000 b) Ksh 3, 000-Ksh 5,000

c) Ksh5, 000-Ksh7, 000 d) Ksh 7,000-Ksh9, 000

e) Above Ksh 10,000 f) Any other.....

SECTION B SECTION

Please kindly respond to the following questions by ticking [] appropriately in the spaces provided.

6. Does your institution have a reward system in place to enhance quality education of teachers and pupils?

A. Yes

B. No

C. In the process

7 .Do you have human resource policies to minimize the staff turn-over in the school?

A. Yes

B. No

C. In the process

8. The driving force of my work as the head teacher is mainly driven by business interest.

A. Yes B. No C .Not sure

9. Quality of the learners and teachers is my driving force as the head teacher.

A. Yes

B. No

C .Not sure

10 .What is the level of support given to the teachers to enhance quality education of pupils in the school? Tick as appropriate.

Support	1	2	3	4	5
Instructional materials					
Capacity building					
Appropriate physical facilities					
Instructional mentoring					
In-service courses					
Refresher courses					
Material production courses					

Key: 1.Very High, 2.High, 3.Moderate, 4.Low, 5.Very Low

11. Do you have in-service programmes for teachers?

A. Yes B. No C .Not sure

12. Does your school have initiatives of team building to enhance quality education?

A. Yes B. No

C .Not sure D .Not applicable

13. How often do you engage in team building initiatives so as to enhance quality education? Tick [√] one.

Very Frequent	Frequently	Undecided	Rarely	Very Rarely

14. How frequently are the following activities carried out in your school to enhance Quality Education? Indicate by putting a tick [√] in the columns.

Statement	VF	F	UD	L	VL
Academic counseling of learners					
Assessment of learners					
Parental involvement					
Remedial teaching					
Professional guidance					

Key: VF-Very Frequent, F-Frequent, UD-Undecided, L-Low, VL-Very Low

14. How has been the performance of National examination [KCPE] in your school? Tick [√] one.

Excellent	Very Good	Good	Average	Below Average

15. What is your rating of the quality of education provided in your school to the pupils?

A. Excellent []

B .Very Good []

C .Good []

D. Fair []

E. Very poor []

16. What is the level of dedication of staff on spiritual and moral values of learners in the school?

A. Highly dedicated []

B .Partially dedicated []

C .Don't care []

17(a) .Is there a school policy on the disciplining of staff and pupils?

Yes [] No []

(b).If Yes, what is the level of use and effectiveness? Tick [√] one.

Very High	High	Moderate	Low	Very Low

18. The following are some of the challenges faced by the Head teacher of the school.

Please rate them according to the intensity of the challenge.

Statement	VH	H	M	L	VL
Human resource management					
Collection of fees					
Competition from other schools					
Motivation of staff					
Relationship of Head teacher and school management					
Support from teachers					
Stability of staff					
Retention of students					

Key: 1.Very High, 2.High, 3.Moderate, 4.Low, 5.Very Low

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

The information requested in this questionnaire is meant for academic purposes only and shall be treated with confidentiality. Kindly assist in filling the questionnaire.

Thank you.

A.BIO DATA OF THE RESPONDENTS

Tick [] where appropriate.

1. What is your gender?

Male [] Female []

2. What is your age bracket?

18-25 years []

26-35 years []

36-45 years []

Over 45years []

3. Indicate with a tick [] the number of years you have been teaching.

0-5 []

6-10 []

11-15 []

Over 15 []

4. What is your highest training qualification?

Untrained teacher (UT) []

P 1 []

P2 []

Diploma []

Graduate []

Any other.....

5. For how long have you been in your current station?

0-1 year 1-2 years 3-5 years 6- 9 years Over 9 years

6. What is your current salary?

a) BelowKsh 3,000

b) Ksh 3,000-Ksh 4,000

c) Ksh 5,000-Ksh 7,000

d) Ksh 7,000-Ksh 9,000

e) Above Ksh 10,000

f) Any other.....

SECTION B**CEAI Corporate Entrepreneurship Assessment Instrument****(Questionnaire B) (Modified For Teachers)**

We are interested in learning about how you perceive your workplace and organization in terms of your management, learning and teaching activities to enhance quality education as well as entrepreneurship. Please read the following items. Using the scale below please indicate how much you agree or disagree with each of the statements. If you strongly agree, write “5”. If you strongly disagree, write “1”. There is no right or wrong answers to these questions so please be honest and thoughtful as possible in your responses. All responses will be kept strictly confidential. Thank you for your cooperation.

1 Strongly disagree 2 Disagree 3 Not sure 4 Agree 5 Strongly agree

SECTION 1: Management Support

1	My organization is quick to use improved work methods to assist in learning and teaching.	1 2 3 4 5
2	My organization is quick to use improved work methods that are suggested by staff for quality education	1 2 3 4 5
3	In my organization, developing ideas for the improvement of the school is encouraged	1 2 3 4 5
4	Upper management is aware of and very receptive to my ideas and suggestions in regard to programmes in the school	1 2 3 4 5
5	A commendation usually follows from the development of new and innovative ideas	1 2 3 4 5
6	Those employees who come up with innovative ideas in regard to quality education on their own often receive management encouragement for their activities.	1 2 3 4 5

7	The ‘doers’ on quality education are allowed to make decisions without going through elaborate justification and approval procedures.	1 2 3 4 5
8	Senior managers encourage innovators to bend rules and rigid procedures in order to keep promising ideas on track so as to enhance quality education.	1 2 3 4 5
9	Many top managers are known for their empathy with the innovation process in teaching and learning activities.	1 2 3 4 5
10	Funding is often available to get new venture ideas off the ground.	1 2 3 4 5
11	Individuals with successful innovative projects receive additional rewards and compensation for their ideas and efforts beyond the standard reward system in terms of commendations.	1 2 3 4 5
12	There are several options within organization for their the innovative ideas towards learning and teaching.	1 2 3 4 5
13	People and individuals get financial support and often encouraged to take calculated risks with ideas around here to support the pupils.	1 2 3 4 5
14	Individual risk takers are often recognized for their willingness to champion new projects, whether eventually successful or not	1 2 3 4 5
15	The term “risk taker” is considered a positive attribute for people in my work area.	1 2 3 4 5
16	This organization supports many small and experimental ventures realizing that some will undoubtedly fail.	1 2 3 4 5
17	An employee with a good idea is often given free time to develop that idea all in the hope of assisting the pupils achieving their objectives.	1 2 3 4 5
18	There is considerable desire among people in the organization for generating new ideas without regard for crossing departmental or functional boundaries in enhancing quality education.	1 2 3 4 5
19	People are encouraged to talk to employees in other departments of this organization about Quality Education ideas and possible new ventures in the area.	1 2 3 4 5

Section 2: Work Discretion

20	I feel that I am my own boss in this school and do not have to double-check all of my decisions with someone else.	1 2 3 4 5
21	Harsh criticism and punishment result from mistakes made on the job	1 2 3 4 5
22	This organization provides the chance to be creative and try my own methods of enhancing quality education.	1 2 3 4 5
23	This organization provides the freedom to use my own judgment in programmed activities in learning and teaching.	1 2 3 4 5
24	This organization provides the chance to do something that makes use of my abilities.	1 2 3 4 5
25	I have the freedom to decide what I do on my job as a teacher.	1 2 3 4 5
26	It is basically my own responsibility to decide how my job gets done.	1 2 3 4 5
27	I almost always get to decide what I do on my job.	1 2 3 4 5
28	I have much autonomy on my job and am left on my own to do my own work.	1 2 3 4 5
29	I seldom have to follow the same work methods or steps for doing my major tasks from day to day in this school.	1 2 3 4 5

Section 3: Rewards/Reinforcement

30	My manager helps me get my work done by removing obstacles and roadblocks.	1 2 3 4 5
31	The rewards I receive are dependent upon my work on the job.	1 2 3 4 5
32	My supervisor will increase my job responsibilities if I am performing well in my job	1 2 3 4 5
33	My supervisor will give me special recognition if my work performance is especially good	1 2 3 4 5
34	My manager would tell his/her boss if my work was outstanding	1 2 3 4 5
35	There is a lot of challenge in my job as a teacher for teaching activities	1 2 3 4 5

Section 4: Time Availability

36	During the past three months, my workload kept me from spending time on developing new ideas.	1 2 3 4 5
37	I always seem to have plenty of time to get everything done	1 2 3 4 5
38	I have just the right amount of time and workload to do everything well.	1 2 3 4 5
39	My job is structured so that I have very little time to think about wider organizational problems	1 2 3 4 5
40	I feel that I am always working with time constraints on my job	1 2 3 4 5
41	My co-workers and I always find time for long-term problem solving	1 2 3 4 5

Section 5: Organizational Boundaries

42	In the past three months, I have always followed standard operating procedures or practices to do my major tasks in regard to learning and teaching.	1 2 3 4 5
43	There are many written rules and procedures that exist for doing my major tasks in this school.	1 2 3 4 5
44	On my job I have no doubt of what is expected of me.	1 2 3 4 5
45	There is little uncertainty in my job.	1 2 3 4 5
46	During the past year, my immediate supervisor discussed my work performance with me frequently.	1 2 3 4 5
47	My job description clearly specifies the standards of performance on which my job is evaluated.	1 2 3 4 5
48	I clearly know what level of work performance is expected from me in terms of amount, quality, and time line of output	1 2 3 4 5

**APPENDIX: IV STRUCTURED INTERVIEW FOR SCHOOL PROPRIETORS
/ MANAGER**

1. In light of entrepreneurial motive and drive in your school enterprise, how do you strike the balance between entrepreneurial motive and provision of quality education in your school enterprise?
2. The Government has introduced affirmative action in the admission of KCPE candidates to secondary schools. What are some of the implications to your school enterprise?
3. Suggest which initiatives would expand your operational capacities in the face of competition and challenges facing private primary schools?
4. Suggest ways of improving the quality education offered by your school?
5. Discuss the challenges of meeting the financial obligations facing your school (both recurrent and development expenditures).

APPENDIX V: OBSERVATION SCHEDULE

ITEM	ADEQUATE	INADEQUATE
1. Classrooms.		
2. Library.		
3. Staffroom.		
4. Head teachers' office.		
5. Playground.		
6. Sanitation Infrastructure.		
7. Source of water.		
8. School fence.		
9. Security guard and gate.		
10. Rubbish pit.		
11. Dormitory.		
12. Dinning hall.		
13. Desks.		
14. Kitchen.		
15.Laboratory		
16.Computers		
17.Internet		

APPENDIX VI: LIST OF SCHOOLS IN THE STUDY

- | | |
|--------------------|------------------|
| 1. JECET | 20. HADDY |
| 2. OUTSPAN | 21. GOLDEN GATES |
| 3. LARRY | 22. ST GRACE |
| 4. PRECIOUS | 23. ROCK MIRROR |
| 5. CHEBICHI | 24. JIRETH MOUNT |
| 6. TREASURE | 25. SAMRO |
| 7. THE ROCK | 26. BLOSSOM |
| 8. GREEN VALE | |
| 9. LITTLE LAMBS | |
| 10. HURUMA BAPTIST | |
| 11. ELVIEW | |
| 12. DREAM ROCK | |
| 13. NEEMA JUNIOUR | |
| 14. ABUNDANT | |
| 15. ELDO EXCEL | |
| 16. FREDAN | |
| 17. ELDO VALLEY | |
| 18. KALANGI HVD | |
| 19. LITTLE JOY | |

APPENDIX VII: RESEARCH PERMIT

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT:

Research Permit No. **NCST/RAI/12/1/SS-011/214**

Prof. Dr. Mr. Mrs. Miss. **JOHN** Date of issue **07/03/2011**

KURGAE KOSITANY Fee received **SHS 1,000**

of (Address) **MOI UNIVERSITY**

P.O. BOX 1900, ELDORET

has been permitted to conduct research in

UASIN GISHU Location

RIFT VALLEY District

on the topic **The balance between**

entrepreneurial activity & native Province

and provision of quality education

By Private Primary Schools; A case

of Eldoret Municipality

for a period ending **31ST AUGUST 20 11**



[Handwritten Signature]
Applicant's
Signature

[Handwritten Signature]
Secretary
National Council for
Science and Technology

APPENDIX VIII: MAP OF STUDY AREA



APPENDIX IX: AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCE" Nairobi
 Telephone: 254-20-241249, 221100
 254-20-219171, 2213103
 Fax: 254-20-2211215, 218246, 218249
 What reading please open

EO, Box 29623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RR/E2/188-011/2149**

Date:
7th March 2011

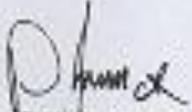
John Kariuki Kositany
 Mini University
 P. O. Box 3900
 ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The balance between entrepreneurial motive and provision of quality education by private primary schools: A case of Eldoret Municipality" I am pleased to inform you that you have been authorized to undertake research in Uasin Gishu District for a period ending 31st August 2011.

You are advised to report to the District Commissioner and the District Education Officer, Uasin Gishu District before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.


P. N. NYAKUNDI
FOR: SECRETARY/CTO

Copy to:

The District Commissioner
 Uasin Gishu District

The District Education Officer
 Uasin Gishu District