Comparative case studies on the schooling mechanisms and the process of school improvement at public and low-fee private primary schools in rural Kenya

Fumiaki SAGISAKA

Student ID Number: 639935

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Supervisors

Dr David Johnson, University of Oxford

Dr Ariel Lindorff, University of Oxford

Examiners

Dr David Mills, University of Oxford

Professor Moses Oketch, University College London

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Table of contents

Acknowledgements 1

Table of contents 2

Abstract 7

List of tables and figures 9

List of abbreviations 11

Chapter 1. Introduction 12

1-1. Research context 12

1-2. Statement of the problem 16

1-3. Research aim and research questions 19

1-4. Conceptual framework 22

1-5. Research design 27

1-6. Significance of the research 34

1-7. Limitations of the research 38

1-8. Thesis structure 40

Chapter 2. Literature review 52

2-1. LFPSs in developing countries and Kenya 54

2-2. Educational Effectiveness and Improvement Research (EEIR) 59

2-2-1. Historical development of EEIR 59

2-2-2. EEIR in Africa 64

2-3. Conceptual framework and its theoretical perspectives 68

2-3-1. External support to school 68

2-3-2. Teaching and learning practices 70

2-3-3. School management 72

2-3-4. School improvement process 74

Chapter 3. Research methodology 76

3-1. Research design: Qualitative case study research 76

3-2. Pilot study and main fieldwork 82

3-3. Research location 85

3-4. Case selection 90

3-5. Data collection methods and process 95

3-6. Data analysis methods and process, and data validation 102

3-7. Research ethics 108

3-8. Researcher's positioning 111

Chapter 4. Case analysis 1: Public primary school A 113

4-1. School setting 114

4-2. External support to school and parents' and teachers' views 117

4-3. Teaching and learning practices and parents' and teachers' views 126

4-4. School management and parents' and teachers' views 136

4-5. Academic performance and parents' and teachers' views 141

4-6. School improvement process from the perspectives of parents and teachers ... 145

Chapter 5. Case analysis 2: Public primary school B 149

5-1. School setting 150

5-2. External support to school and parents' and teachers' views 152

5-3. Teaching and learning practices and parents' and teachers' views 159

5-4. School management and parents' and teachers' views 169

5-5. Academic performance and parents' and teachers' views 172

5-6. School improvement process from the perspectives of parents and teachers ... 176

Chapter 6. Case analysis 3: Private primary school A 178

6-1. School setting 179
6-2. External support to school and parents' and teachers' views..... 182
6-3. Teaching and learning practices and parents' and teachers' views..... 190
6-4. School management and parents' and teachers' views 199
6-5. Academic performance and parents' and teachers' views 201
6-6. School improvement process from the perspectives of parents and teachers ... 205
Chapter 7. Case analysis 4: Private primary school B..... 208
7-1. School setting 209
7-2. External support to school and parents' and teachers' views..... 212
7-3. Teaching and learning practices and parents' and teachers' views..... 219
7-4. School management and parents' and teachers' views 228
7-5. Academic performance and parents' and teachers' views 230
7-6. School improvement process from the perspectives of parents and teachers ... 234
Chapter 8. Cross-case analysis between and within public schools and private schools
..... 237
8-1. External support to school and parents' and teachers' views..... 238
8-2. Teaching and learning practices and parents' and teachers' views..... 249
8-3. School management and parents' and teachers' views 261
8-4. School improvement process from the perspectives of parents and teachers ... 265
Chapter 9. Discussion and Conclusion..... 272
9-1. Discussion 273
9-1-1. External support to school 273
9-1-2. Teaching and learning practices..... 276
9-1-3. School management..... 280
9-1-4. School improvement process 283

9-2. Conclusion 295

List of references 301

Appendices

Appendix 1 Information checklist (data collection protocol) 314

Appendix 2 List of interview questions 317

Appendix 3 Themes and Codes 319

Appendix 4 Case 1 public primary school A interview transcripts 323

Interview number 1: Public primary school A head teacher 323

Interview number 2: Public primary school A teacher A 330

Interview number 3: Public primary school A teacher B 337

Interview number 4: Public primary school A parent A, parent B, parent C, parent D and parent E 346

Interview number 5: Public primary school A parent F 352

Interview number 6: Public primary school A parent G 360

Appendix 5 Case 1 public primary school A field notes 367

Appendix 6 Case 2 public primary school B interview transcripts 371

Interview number 7: Public primary school B head teacher 371

Interview number 8: Public primary school B teacher A 376

Interview number 9: Public primary school B teacher B 382

Interview number 10: Public primary school B parent A 387

Interview number 11: Public primary school B parent B 391

Appendix 7 Case 2 public primary school B field notes 395

Appendix 8 Case 3 private primary school A interview transcripts 404
Interview number 12: Private primary school A head teacher 404
Interview number 13: Private primary school A teacher A 410
Interview number 14: Private primary school A teacher B 417
Interview number 15: Private primary school A parent A and parent B 425
Interview number 16: Private primary school A parent C and parent D 431
Interview number 17: Private primary school A parent E and parent F 433
Interview number 18: Private primary school A School Owner 435
Appendix 9 Case 3 private primary school A field notes 438
Appendix 10 Case 4 private primary school B interview transcripts 447
Interview number 19: Private primary school B head teacher 447
Interview number 20: Private primary school B teacher A 458
Interview number 21: Private primary school B teacher B 466
Interview number 22: Private primary school B parent A, parent B and parent C .. 474
Interview number 23: Private primary school B parent D 478
Interview number 24: Private primary school B parent E 482
Interview number 25: Private primary school B School Owner 486
Appendix 11 Case 4 private primary school B field notes 491
Appendix 12 Oxford University CUREC approval 501

Abstract

Achieving universal access to quality primary education has remained as a key challenge in Kenya. After the introduction of the Free Primary Education policy in 2003, non-state private provision of primary education including low-fee private schools (LFPSs) has proliferated both in urban and rural areas in Kenya. However, literature review of the Educational Effectiveness and Improvement Research (EEIR) in Africa and developing countries shows that there remains a lack of empirical studies on schools in socio-economically disadvantaged areas such as rural areas, and there are few studies on emerging LFPSs, which has resulted in the underrepresentation of some of the school improvement experiences in the field of EEIR. Furthermore, literature review also suggests limited availability of context-sensitive studies that enhance understanding on the process of school improvement from the perspectives of stakeholders involved in schools. With this research gap in mind, this qualitative case study research aimed at exploring the differences and similarities in the characteristics of schooling mechanism and the process of school improvement at pubic and low-fee private primary schools in rural Kenya from the perspectives of teachers and parents. Based on the conceptual framework for school improvement process analysis, the research examined three aspects of schooling mechanism (external support to school, teaching and learning practices, and school management) as well as school setting and village context at four case schools (two public schools, one government registered-LFPS and one non-registered LFPS) located in a rural village in Luanda sub-county, Vihiga county, western Kenya. The interviews with parents and teachers at case schools discovered their views on how the characteristics of schooling mechanism facilitated or constrained achieving higher academic performance. Through a comparison of these views, the following five key insights for understanding school improvement process in a rural Kenyan context have

emerged: (1) Teaching and learning practices are key for achieving higher academic performance; (2) External support to school is imperative in improving teaching and learning practices; (3) School management plays an important role in improving teaching and learning practices; (4) School management plays a pivotal role in increasing external support to school; and (5) The characteristics of schooling mechanism are partly defined by the village context and school setting, but at the same time, they are shaped by dynamic interactions and feedback loops among different aspects of schooling mechanism.

List of tables and figures

Tables

Table 1 Changes in the number of public/private primary schools in Kenya

Table 2 Overview of the research participating schools

Table 3 2014-2018 KCPE school mean scores

Table 4 2018 school mean scores for KCPE mock tests and KCPE

Table 5 Area, population and population density in Luanda, Vihiga and Kenya

Table 6 Selected education figures for Vihiga County and Kenya in 2014

Table 7 Overview of data collection

Table 8 Number of students and teachers at public primary school A, Term 2, 2018

Table 9 Public primary school A KCPE mean score from 2014 to 2018

Table 10 Public primary school A KCPE mocks and KCPE mean score in 2018

Table 11 Number of students and teachers at public primary school B, Term 2, 2018

Table 12 Public primary school B KCPE mean score from 2014 to 2018

Table 13 Public primary school B KCPE mocks and KCPE mean score in 2018

Table 14 Number of students and teachers at private primary school A, Term 2,2018

Table 15 Private primary school A KCPE mean score from 2014 to 2018

Table 16 Private primary school A KCPE mocks and KCPE mean score in 2018

Table 17 Number of students and teachers at private primary school B, Term 2, 2018

Table 18 Private primary school B KCPE mean score from 2014 to 2018

Table 19 Private primary school B KCPE mocks and KCPE mean score in 2018

Table 20 Key characteristics of external support to case schools

Table 21 Key characteristics of teaching and learning practices at case schools

Table 22 Key characteristics of school management at case schools

Figures

Figure 1 Conceptual framework for analysing school improvement process

Figure 2 Location map - Luanda sub-county, Vihiga county, Kenya

Figure 3 2014-2018 KCPE school mean scores

Figure 4 2018 school mean scores for KCPE mock tests and KCPE

Figure 5 Public primary school A KCPE mean score from 2014 to 2018

Figure 6 Public primary school A KCPE mocks and KCPE mean score in 2018

Figure 7 Public primary school B KCPE mean score from 2014 to 2018

Figure 8 Public primary school B KCPE mocks and KCPE mean score in 2018

Figure 9 Private primary school A KCPE mean score from 2014 to 2018

Figure 10 Private primary school A KCPE mocks and KCPE mean score in 2018

Figure 11 Private primary school B KCPE mean score from 2014 to 2018

Figure 12 Private primary school B KCPE mocks and KCPE mean score in 2018

Figure 13 Five key insight for understanding school improvement process

List of abbreviations

BOM	Board of Management
ECD	Early Childhood Development
EEIR	Educational Effectiveness and Improvement Research
EER	Educational effectiveness Research
FPE	Free Primary Education
GER	Gross Enrolment Rate
KCSE	Kenya Certificate of Secondary Education
KCPE	Kenya Certificate of Primary Education
LFPS	Low-Fee Private School
MP	Member of Parliament
MoEST	Ministry of Education, Science and Technology
NER	Net Enrolment Rate
NGO	Non-governmental Organisation
PTA	Parent-Teacher Association
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SER	School Effectiveness Research
SIR	School Improvement Research
TSC	Teacher Service Commission
TTC	Teacher Training College

Chapter 1. Introduction

1-1. Research context

Achieving universal access to quality primary education has remained as a key challenge in Kenya. The Free Primary Education (FPE) policy introduced in Kenya in the 1970s increased the primary school gross enrolment rate (GER) from 47% in 1963 at the time of independence to 115% in 1980 (Nishimura et al., 2013). However, the primary school GER in Kenya decreased gradually in the 1980s and the 1990s, from 115% in 1980 to 99% in 1985, to 92% in 1990, and to 87% in 1999 (Bedi et al., 2004). After two decades of declining trend in the primary school GER in the 1980s and the 1990s, the newly elected government then abolished school fees and re-introduced FPE in 2003, which resulted in a considerable rise in enrolments. Primary school enrolments rose by 18% from 6.06 million in 2002 to 7.16 million in 2003 (Kenya National Bureau of Statistics 2006), and the primary school GER increased from 88.2% in 2002 to 102.8% in 2003, while the primary school net enrolment rate (NER) increased from 77.3% in 2002 to 80.4% in 2003 (MoEST, 2009). Thereafter, both the GER and NER gradually increased up to 109.8% and 92.5% respectively in 2008 (ibid). In the 2010s, the GER remained relatively steady with marginal decrease from 106.8% in 2010 to 104% in 2017, meanwhile the NER slightly increased from 87.9% in 2010 to 91.2% in 2017 (MoEST, 2014; Kenya National Bureau of Statistics, 2018).

However, issues of access to and quality of primary education still remain in Kenya. Although the enrolments rose dramatically after the implementation of FPE, public primary schools are not always affordable for children from poor households even after the abolition of school fees due to non-fee charges imposed on parents such as examination costs, building funds, tutorial fees, uniform cost, etc (Somerset, 2009;

Tooley et al., 2008). Furthermore, literature suggests that the rapid increase in enrolment after the introduction of the FPE has resulted in the decline of educational quality at public primary schools in terms of larger class size, lack of buildings, shortage of teaching and learning materials (Somerset, 2009; Nishimura et al., 2008; Oketch et al., 2010). Recent research on learning achievement at primary schools finds that children in rural areas and those from low-income households are disadvantaged both in terms of access to school and academic performance at school (UWEZO, 2016).

In response to the demands from those who are underserved by public primary schools, non-state private provision of primary education has proliferated in Kenya especially after the implementation of the FPE policy in 2003. As shown in Table 1, the number of private primary schools increased substantially from 1,441 in 2002 to 5,857 in 2003 (Kenya National Bureau of Statistics, 2004), and the percentage of private primary schools rose significantly from 7.54% in 2002 to 24.87%. The number of private primary schools reached a peak in 2018, and more than one third of the total number of primary schools were private institutions: out of total 37,910 primary schools in Kenya, 13,669, or 36.06% of them were private primary schools (Kenya National Bureau of Statistics, 2022). The number as well as the percentage of the private institutions decreased since then, but they still share more than a quarter of the primary education institutions in 2021: out of total 32,594 primary schools in Kenya, 9,028, or 27.70% of them are private primary schools (ibid).

Table 1: Changes in the number of public/private primary schools in Kenya

Year	Number of public primary schools	Number of private primary schools	Total number of primary schools	Percentage of private primary schools
2002	17,683	1,441	19,030	7.54%
2003	17,697	5,857	23,554	24.87%
:	:	:	:	:
2006	17,946	7,983	25,929	30.79%
:	:	:	:	:
2009	18,543	8,124	26,667	30.46%
:	:	:	:	:
2012	20,307	8,854	29,161	30.36%
:	:	:	:	:
2015	22,414	8,919	31,333	28.47%
:	:	:	:	:
2018	24,241	13,669	37,910	36.06%
:	:	:	:	:
2021*	23,566	9,028	32,594	27.70%

*Provisional figures

Source: Kenya National Bureau of Statistics (2004-2022)

The increasing demands for private schools can be explained in two ways. On the one hand, some of the private schools have responded to the dissatisfaction with the educational quality at public schools, and they meet the 'differentiated demand' (James, 1987; James, 1995) of those who voluntarily choose the private sector even if a place in public school is available. On the other hand, some of the private schools have responded to the difficulties in accessing to public schools, and they fulfil 'excess demand' (ibid) of those who would prefer to use the public schools but are involuntarily excluded and pushed into the private sector.

Private schools in increasingly high demand in Kenya include not only conventional elite private schools charging high school fees but also low-fee private schools (LFPSs)[1] for

[1] LFPSs are "*independently funded through comparatively lower tuition fees (relative to elite or higher-fee private schools), financially sustained through direct payments from poorer or relatively*

the poor operating both in urban and rural areas and meeting the demand of low-income families who could not access public schools due to non-fee charges imposed. Quality of education and learning outcomes at these private institutions raise a critical equity issue in education. When private schools fail to provide quality education and limit opportunities of the most disadvantaged children learning basic literacy and numeracy skills, they could accelerate inequity in the overall education and reinforce social stratification by expanding disparity in the access to quality education (Rose et al., 2016; Elacqua, 2012; Hsieh et al., 2006; Menashy, 2014; Verger et al., 2016; Baum et al., 2018). In this context, there is an increasing policy and research attention on the growth of these LFPSs for low-income families and their potential capacity to deliver quality education to the marginalised population (Heyneman et al., 2014; Languille, 2016; Srivastava et al., 2016).

disadvantaged households (though not necessarily the poorest or most disadvantaged), and independently managed and owned by a single owner or team" Srivastava, (2013, pp. 11–12). In Kenya, LFPSs registered to the government are recognised as Non-Formal Schools under the Alternative Provision of Basic Education and Training policy (MoE, 2009), and defined as "*institutions that resemble formal schools in that they aim at transmitting a formalized curriculum leading to formal school examinations. They however differ in school practices, management, financing, staffing conditions, registration, operating environment and school structures*" (ibid, pp8-9).

1-2. Statement of the problem

Literature review on LFPSs in Kenya shows that there are conflicting research findings on the quality of education at LFPSs and whether they could achieve higher academic performance when compared to public schools. On the one hand, statistical comparisons of academic performance between public primary schools and private primary schools such as Bold et al. (2013) and Baum et al. (2018) show that student achievement in private schools outperforms those in public schools. In addition, some of the empirical research finds that LFPSs have higher quality of education compared to government competitors in terms of higher teacher accountability to parents (Onsomu et al., 2004), smaller class size and lower pupil-teacher ratio (Ngware, 2011). Moreover, through interviews and focus group discussions with parents, Tooley et al. (2008) finds that parents perceive the quality of education at LFPSs is higher than public schools mainly because of the smaller class size and closer teacher-student interactions. On the other hand, some research highlights problematic aspects of these schools. For instance, due to a lack of finance and unregistered status with the government, the majority of teachers are not qualified and poorly paid, school infrastructures are in poor conditions, and the availability of teaching and learning materials are limited (Onsomu et al., 2004; Ngware, 2011). Furthermore, Ohba (2012) discovers the limitation of the LFPSs in meeting educational needs of the low-income households from the fact that the transition rate to secondary schools at LFPSs in informal settlements in Nairobi is lower than neighbouring public schools.

However, it has to be acknowledged that the availability of studies on LFPSs in Kenya is scarce and these studies almost exclusively focus on schools in urban settings in Kenya (for example, Tooley et al., 2008; Tooley et al., 2012; Ohba 2012). Hence, little is known about the details of how LFPSs operate in rural and often low-resource areas and how

differences in learning outcomes between the public schools and LFPSs are brought about in these areas. Given the fact that some schools are more successful in delivering quality education than others, a closer analysis is needed on the characteristics of schooling mechanism and practices that make schools more effective than others and on the process of how schools become more effective in achieving higher academic performance.

Over the decades of its development since the 1960s, Educational Effectiveness and Improvement Research (EEIR) research has focused on establishing and testing theories that explain '*why and how some schools and teachers are more effective in promoting better student outcomes than others'* (Sammons 2009: 123). Literature review on EEIR in Africa indicates that there are disagreements over the effectiveness of some of the schooling aspects in improving student learning outcomes, and thus sometimes studies reach divergent conclusions (Evans et al., 2015). Moreover, there is a lack of attention to feedback loops and dynamic interactions among multiple aspects of schooling that facilitate or impede school improvement. Instead of focusing on single aspect of schooling and discussing what works, there is a need for more comprehensive approach examining school as an organic entity and exploring how different aspects of schooling interact each other to foster or hinder school improvement. Furthermore, systematic reviews of EEIR in Africa and developing countries show that there remains a lack of sufficient empirical research on schools in socio-economically disadvantaged areas such as rural areas in developing countries where most of the households live in poverty (Yu, 2007; Fleisch, 2007). There are small number of studies on emerging LFPSs in EEIR and only a few of them compared LFPSs against public primary schools (Tooley et al., 2010). This has resulted in the underrepresentation of some of the school improvement experiences in the field of EEIR.

As Evans et al, (2015) argues, the inconsistency in the findings from different studies in EEIR is caused by the fact that how schools improve depends on each school context such as its capacity to introduce effective practices, available resources, school development phases and so forth, as well as surrounding local context such as socio-economic situation of the surrounding community, cultural values, social norms, etc. While multilevel modelling of the quantitative data driven by randomized controlled trials provides useful directions for investing on the schooling factors that are statistically significant in achieving higher schooling outcomes, they provide little information on what actually takes place during the process of school improvement in a specific context nor perspectives of key stakeholders who were involved in the process. For more comprehensive understanding of school improvement process at LFPSs operating in rural Kenya, empirical studies with context-sensitive approach are needed, such as *'one which takes account of the internal processes within the school, the socio-economic, political and cultural contexts in which the organisation operates, and the perspectives which different stakeholder groups bring to bear on the activities of the school'* (Fertig, 2000: 395).

1-3. Research aim and research questions

The aim of this qualitative case study research is to explore the differences and similarities in the characteristics of schooling mechanism and the process of school improvement at pubic and low-fee private primary schools in rural Kenya from the perspectives of teachers and parents.

This research answers one overarching research question and three specific research questions.

Overarching research question

> What are the characteristics of schooling mechanism at public and low-fee private primary schools in rural Kenya and how do they facilitate or constrain school improvement process from the perspectives of teachers and parents?

Specific research question 1:

> What are the characteristics of the external support to school at public and low-fee private primary schools in rural Kenya and how do they facilitate or constrain school improvement process from the perspectives of teachers and parents?

Specific research question 2:

> What are the characteristics of the teaching and learning practices at public and low-fee private primary schools in rural Kenya and how do they facilitate or constrain school improvement process from the perspectives of teachers and parents?

Specific research question 3:

> What are the characteristics of the school management practices at public and low-fee private primary schools in rural Kenya and how do they facilitate or

constrain school improvement process from the perspectives of teachers and parents?

The research investigates experiences from 2 public primary schools and 2 low-fee private primary schools in a rural village in Luanda sub-county, Vihiga county, western Kenya, as cases for comparative analysis. It adopts qualitative approach to investigate the process of school improvement experienced at these institutions from the perspectives of the key stakeholders who were involved in the school improvement experiences, namely teachers and parents. Based on the conceptual framework for school improvement process analysis (details to be explained in section 1-4), the research examines three aspects of schooling mechanism reflected in the three specific research questions: external support to school, teaching and learning practices, and school management. Furthermore, it explores the process of school improvement at these institutions: how these key aspects of schooling mechanism have affected each other within their surrounding contexts (i.e. each school context and a rural village context) and how they have facilitated or constrained achieving higher academic performance. It pays a careful attention to each school settings as well as rural village context to capture in what ways contextual issues have affected the schooling mechanism and the process of school improvement. After individual case analysis, the three aspects of schooling mechanism and contextual issues as well as school improvement process are compared between and within public schools and LFPSs. The findings from individual and cross-case analysis are discussed in relation with the theoretical debates in EEIR to see in what ways they build, extend, and challenge extant knowledge in the field.

Through this process, the research answers to the research questions by providing 1) descriptions of a rural village context, school setting, and the characteristics of schooling mechanism in three aspects: external support to school, teaching and learning practices and school management; 2) accounts of how these aspects of schooling mechanism have dynamic interactions and feedback loops and how they have facilitated or constrained achieving higher academic performance within each school context from the perspectives of teachers and parents; and 3) insights from a comparative analysis of the schooling mechanism and the school improvement process between and within public schools and LFPSs.

1-4. Conceptual framework

In exploring and comparing the schooling mechanism and the school improvement process at different primary schools in rural Kenya, the present research uses a conceptual framework for school improvement process analysis shown in Figure 1. In the field of EEIR, educational (or school) improvement is often discussed in relation to educational (or school) effectiveness. An effective school could be defined as, for example by Sammons et al., (2011), '*one in which students progress further than might be expected from consideration of its intake. An effective school thus adds extra value to its students' outcomes, in comparison with other schools serving similar intakes*' (ibid: 11). Educational effectiveness research examines '*the relationship between outcomes of schooling (usually academic achievement) and the in-school and contextual variables that contribute to those outcomes*' (Heneveld et al., 1996: xiii-xiv). Meanwhile, by making use of the models developed in educational effectiveness research, educational improvement research investigates '*the processes through which successful change is introduced in schools, with "successful" being mostly interpreted as better academic achievement*' (ibid)[2]. While school improvement can be defined differently depending on different perspectives on the aim of schooling[3], this research explores the process of school improvement by examining three aspects of schooling mechanism and their interactions that brings changes in schooling outcomes measured by student academic performance.

[2] Scheerens et al., (2005) explains the relation of the two strands as following: "*school improvement and school effectiveness are basically seen as consecutive causal processes: School effectiveness yields school characteristics that optimise particular learning outcomes, and school improvement addresses factors and processes that establish these effectiveness enhancing factors.*" Scheerens et al., (2005: 382)

[3] For example, Harber and Muthukrishna (2000) and Harber (1996) criticise the Western school effectiveness tradition for its narrow definition of outcomes and based on the history of education in South Africa, they argue that democratic values, safety and non-violence are possibly the most important measures of the effectiveness of schools and the school systems (Fleisch, 2007).

The development of the conceptual framework was a process to narrow down the focus of analysis from a wider scope of discussion in EEIR literature to specific aspects of schooling mechanism based on the relevance to the research location and its socio-economic context as well as the availability of data. The framework was first developed by the review of empirical studies of EEIR in Africa as well as systematic reviews of EEIR in Africa and developing countries such as Evans et al., (2015), Yu (2007), and Heneveld and Craig (1996). It was then modified and evolved in accordance with the findings from the pilot fieldwork to focus on the three aspects of schooling mechanism that are identified as significant features for achieving higher academic performance by the teachers and parents interviewed. After that, the framework was further refined during the main fieldwork to make it more relevant to the case village context and to each school context. Hence, the evolution of the conceptual framework involved not only deductive use of themes from EEIR literature but also inductive development of themes based on the findings from the fieldwork.

Hence, those dimensions/aspects focused in the framework have the following characteristics: 1) areas that have been discussed in the EEIR literature as contributing to higher academic performance, though there are conflicting views among researchers in some areas; 2) areas of which teachers and parents interviewed during the pilot and main fieldwork recognised the importance in their contribution to higher academic performance, though there are divergent views and different degrees of importance were recognised among different interviewees; and 3) areas that the researcher could collect data during the main fieldwork consistently across different case schools for the comparison purpose

Consequently, the framework is by no means a general model for school improvement analysis, rather it is a tailored framework for understanding school improvement process in a specific context. The framework was used for setting the areas of focus in the research, selecting cases, developing data collection protocol, analysing data, and discussing findings in relation to theoretical perspectives in EEIR. It was also used for examining and comparing the process of school improvement in a structured manner across different cases.

Figure 1: Conceptual framework for analysing school improvement process



The conceptual framework examines the process of school improvement by focusing on village context and school setting as well as three aspects of schooling mechanism and their interactions. The framework focuses on village context and school setting as underlying issues influencing both the schooling mechanism and school improvement process. Village context includes socio-economic context such as socio-economic situation of the villagers including the parents at case schools, and cultural context as exemplified in the attitudes of the parents towards school and education. Meanwhile, school setting includes school location, number of students, students' background, number of teachers, teachers' background, year of establishment, historical development of the school and government registration status. Village context is described in Section 3-3 Research location in Chapter 3, whilst school setting of each school is described in the first section of Chapter 4, 5, 6 and 7.

The framework focuses on three aspects of schooling mechanism which include the following sub-aspects. Relevant research debates over each aspect/subs-aspect are presented in the literature review section in Section 2-3 in Chapter 2.

Schooling mechanism aspect 1: External support to school

- Aspect 1-1: Supporting body and contents of support
    - Aspect 1-1-i : Financial and non-financial support from parents
    - Aspect 1-1-ii : Financial and non-financial support from the government
    - Aspect 1-1-iii: Financial and non-financial support from private donors
- Aspect 1-2: Availability of teaching and learning materials
    - Aspect 1-2-i: Availability of teaching and learning materials

Schooling mechanism aspect 2: Teaching and learning practices

- Aspect 2-1: Teaching practices

- Aspect 2-1-i : Teacher qualification and compensation
- Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation

- Aspect 2-2: Learning practices
  - Aspect 2-2-i : Student attendance, engagement in learning, and continuation
  - Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams

Schooling mechanism aspect 3: School management

- Aspect 3-1: Leadership role in school management
  - Aspect 3-1-i: Leadership role of head teacher in school management

The academic performance at each case school is measured with test scores at Kenya Certificate of Primary Education (KCPE) from 2014 to 2018 and KCPE mock test in term 1 and term 2 in 2018.

1-5. Research design

The overall research design in this study was informed by the research aim and the research questions. In order to answer aforementioned research questions, the research employs a qualitative comparative case study research design. Through a comparison of four primary schools, it tries to gain in-depth understanding of complex process of school improvement from the perspective of teachers and parents within school context and rural village context. In this research, each school is conceptualised as a 'case' and each case school is defined as the key unit of analysis for the process of school improvement, while the three aspects of schooling mechanism and academic performance at each school constitute a set of sub-units within the unit. Comparative analysis is conducted both at the unit level and the sub-unit level.

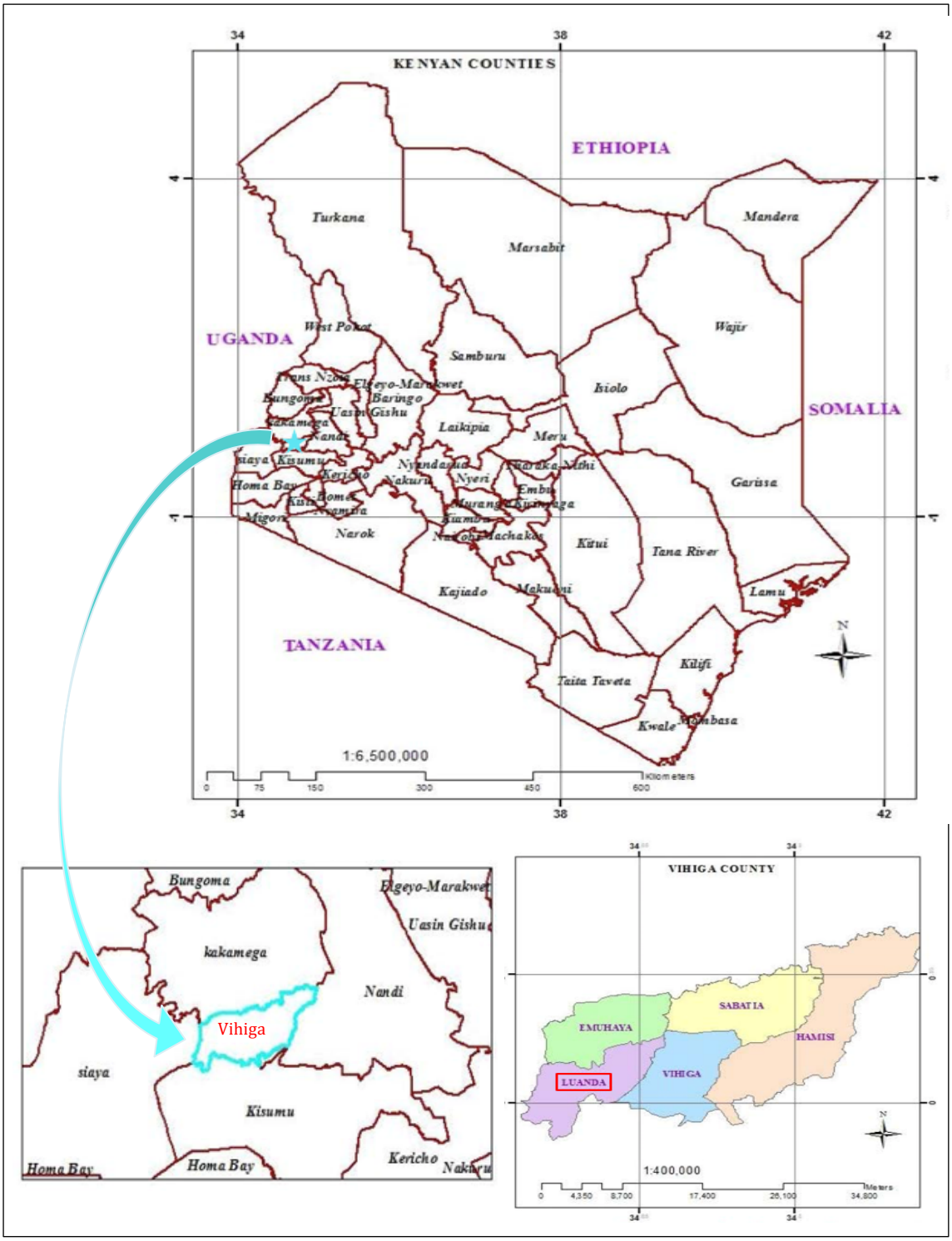
Data collection and analysis methods in this research were determined by the research approach adopted in response to the research aim and research questions. In examining the characteristics of schooling mechanism and the process of school improvement, the research employs a qualitative approach to capture the complexity of everyday schooling practices and perspectives of different stakeholders at school. The researcher collected relevant data by observation of school activities and meetings, semi-structured interviews with parents and teachers, and reviews of related school documents. Th collected data were analysed with thematic and qualitative content analysis to provide explanatory accounts and meaning to data. In order to assure validity and increase reliability of data, the researcher collected data with multiple methods and from multiple sources for triangulation. Details of data collection methods and processes as well as data analysis methods and processes are explained in Section 3-5 and 3-6 in Chapter 3.

The four case schools are located in a rural village in Luanda sub-county, Vihiga county, western Kenya, shown in figure 2. The village is located in a rural area but has a high population density with a high birth rate. The area has a large proportion of children and youth, which has made the provision of education and youth employment one of the key priority issues in the sub-county and widely in the county. In Vihiga county, the agriculture sector provides 70% of employment opportunities (VIHIGA COUNTY, 2018). The vast majority of farmers are small-scale farmers, and the irregular cash income makes it difficult for these farmers to pay school fees or other non-fee charges collected at school on a regular basis.

The research site and widely the county in general is an area with a high level of enthusiasm for education. There were informal schools called 'litala' established by local community even before the first establishment of missionary schools in 1905 (Office of MP, 2010). The region has been the centre of the Harambee self-help movement since the colonial period (Amutabi, 2003), which forms a base for community self-help activities for school establishment. There are several non-state privates schools including LFPSs across the county, which are established and run by community organisations, private philanthropic organisations, churches, etc. Since not all these schools are registered with the government, the exact number of these schools are not known. In this context, there is an intensive competition among schools within the county for achieving higher marks and higher pass rate (the percentage of students who score 250 and over out of 500) at the KCPE national exam.

Figure 2: Location map - Luanda sub-county, Vihiga county, Kenya

Source: VIHIGA COUNTY (2018)



The case schools in this research were purposively selected to analyse differences and similarities in the characteristic of schooling mechanism and the school improvement process. They include four primary schools shown in table 2. While these schools commonly provide classes from pre-primary to Grade 8, they have different features in school settings, e.g., government registration status, year of establishment, and number of teachers and students, as well as academic performance measured by KCPE school mean score between 2014 and 2018. Each school's KCPE mean score is presented in table 3, figure 3, table 4 and figure 4.

Table 2: Overview of the research participating schools

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
Classes	Pre-primary and Grade 1-8	Pre-primary and Grade 1-8	Pre-primary and Grade 1-8	Pre-primary and Grade 1-8
Government registration status	Registered public school	Registered public school	Registered private school	Unregistered private school
Year of establishment	1982	2005	2002	2015
Number of students in Grade 1-8 in 2018	453	309	136	96
Number of teachers in Grade 1-8 in 2018	12	11	13	8
Academic performance	Higher than sub-county mean score	Lower than sub-county mean score	Higher than sub-county mean score	Lower than sub-county mean score
KCPE school mean score 2014-2018	Upward performance trend	Fluctuation with slightly upward trend	Downward performance trend	Stagnant performance trend

Among these four schools, public school A collects the highest fees and in-kind support from the parents, followed by public school B, even after the fee 'abolition' by the FPE policy. Meanwhile, fees and non-fee charges at private school A are lower than public school A and B but higher than private school B. Private school B collects lowest fees and in-kind support from the parents among the four case schools.

In this research, LFPSs are defined as private schools collecting lower school fees than public schools. In the case village context, most of the students at LFPSs are those who could not access to public schools due to financial difficulties. It is important to note that there are gaps in the fees charged and the fees actually collected at school. At public schools, although there are no fees charged officially, in practice, there are monetary and in-kind contributions collected from the parents, for example, exam fees, extra class fees, food for feeding programme, extra exercise books, etc. Meanwhile, at private schools, though they may charge higher fees than public schools, the fees actually collected from the parents in total could be lower than public schools in poor areas like the case village studied in this research. While there are private schools charging and collecting higher school fees than public schools (conventional elite private primary schools) within the case sub-county, these schools are not investigated in this research. The two private schools selected in this research collect lower school fees and in-kind contributions than the two public schools, hence are categorized as LFPSs. Details of case selection criteria and process as well as the characteristics of case schools are described in Section 3-4 in Chapter 3.

Table 3: 2014-2018 KCPE school mean scores

	2014	2015	2016	2017	2018	Mean score 2014-2018
Public primary school A	240.12	263.24	282.20	296.55	317.00	279.82
Public primary school B	201.72	222.04	207.53	228.68	219.90	215.97
Private primary school A (registered LFPS)	272.85	257.51	251.68	294.94	225.36	260.47
Private primary school B (unregistered LFPS)	220.20*	216.75*	216.92*	218.64*	223.89	219.68*
Sub-county mean score	261.03	255.58	255.75	257.47	262.72	258.51

Source: official KCPE results obtained at sub-county education office

(*) Private primary school B took the KCPE exam for the first time in 2018. Hence, a dummy score was used for scores in 2014-2017, calculated from the gap between the private primary school B's school mean score in 2018 and the sub-county mean score in 2018.

Figure 3: 2014-2018 KCPE school mean scores (score out of 500)

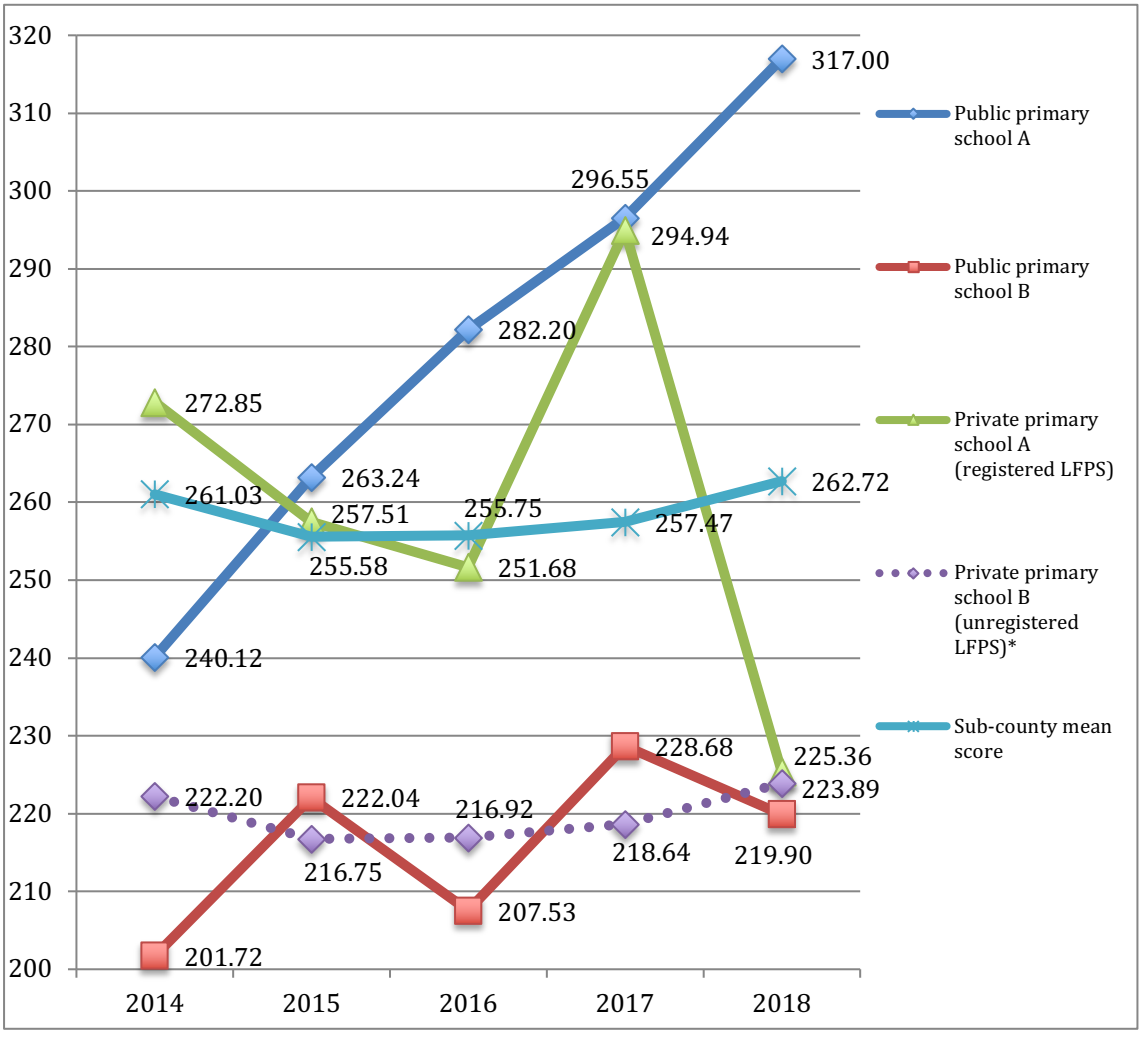
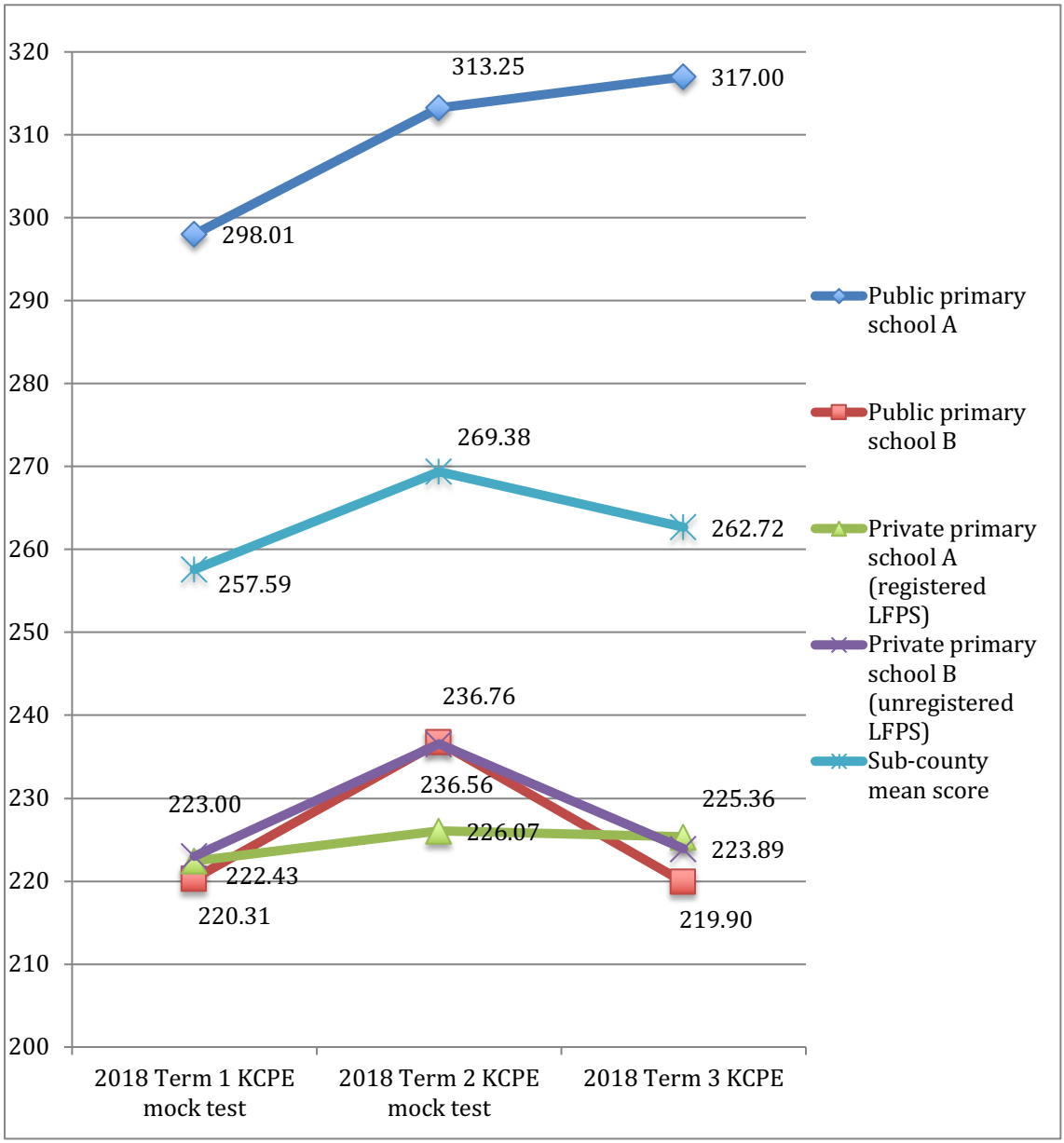


Table 4: 2018 school mean scores for KCPE mock tests and KCPE (score out of 500)

	2018 Term 1 KCPE mock test	2018 Term 2 KCPE mock test	2018 Term 3 KCPE	2018 average
Public primary school A	298.01	313.25	317.00	309.42
Public primary school B	220.31	236.76	219.90	225.66
Private primary school A (registered LFPS)	222.43	226.07	225.36	224.62
Private primary school B (unregistered LFPS)	223.00	236.56	223.89	227.82
Sub-county mean score	257.59	269.38	262.72	263.23

Source: KCPE mock test results report obtained at each case school; and official KCPE results obtained at sub-county education office

Figure 4: 2018 school mean scores for KCPE mock tests and KCPE (score out of 500)



1-6. Significance of the research

This empirical research explores the characteristics of schooling mechanism and the process of school improvement at public schools and LFPSs in rural Kenya. It has significant importance to the research and practical work for providing quality primary education for all children in Kenya. In order to secure access to quality primary education for all, a closer attention is needed to schools that serve for the disadvantaged population, which includes children from low-income families in rural Kenya, as identified by UWEZO (2016). Having access to quality education is an inherent human right for all children, however, the current situation in rural Kenya shows that public schools are not affordable for the poor families and LFPSs are offering education to those who would otherwise not have access to education. Although LFPSs provide a school option other than public schools, they could still limit the opportunities of the marginalised children in accessing quality education if the quality of education at LFPSs is problematic and significantly lower than public schools. Furthermore, they could exacerbate equity in the overall education system and reinforce social stratification by expanding disparity in the access to quality education (Rose et al., 2016; Elacqua, 2012; Hsieh et al., 2006; Menashy, 2014; Verger et al., 2016; Baum et al., 2018). Hence, there is an urgent need for empirical research that explores how LFPSs operate in rural areas in comparison to public schools and examines the process leading to school improvement at these institutions.

This research aims at contributing to the knowledge body in the field of EEIR by adding insights into the process of school improvement experienced at public schools and LFPSs in rural Kenya. Its original contribution to the knowledge can be found in the following unique focus and approach. First, the present research explores schooling mechanism and school improvement process in a context that are rarely examined in the extant studies in

the field of EEIR. Although EEIR has developed with research contributions from different parts of the world, much of the research knowledge has been based on studies conducted in countries with long tradition of EEIR such as the United States, the United Kingdom, the Netherland, Australia and Canada (Teddlie, 2003). Meanwhile, literature review of EEIR in developing countries shows that there is a lack of empirical research in Sub-Saharan Africa, especially in socio-economically disadvantaged areas such as rural areas (ibid; Yu, 2007; Fleisch, 2007). Moreover, there are few studies on emerging LFPSs operating in developing countries in the EEIR field (Tooley et al., 2010). Empirical studies on LFPSs in Kenya are very much limited in number and existing studies almost exclusively focus on those in urban settings, for example, Tooley et al., (2008), Tooley et al., (2012), Ohba (2012), etc. With this gap in mind, this research examines the schooling mechanism and the school improvement process at LFPSs and public schools operating in a rural area. Research findings from the less studied schools and contexts bring new perspectives to EEIR and trigger discussions in the field.

Secondly, the present research conducts a comparative analysis on school improvement process in different types (government registration status) of schools. While statistical comparisons of the academic performance between public schools and private schools have been done widely in the existing studies, for example, in Kenyan context, Bold et al. (2013) and Baum et al. (2018), there are few studies in the EEIR field that compare the schooling mechanism and the school improvement process at different types of schools (Tooley et al., 2010). Since the government registration status is one of the key contextual issues that affect schooling mechanism, this research examines not only public schools but also LFPSs including both registered and unregistered school. Moreover, the study contributes to the research field by examining less-effective case schools, which

are often not closely focused in the previous studies. Comparative case studies would enhance understanding of the strengths and weaknesses of different institutions in different aspects of schooling mechanism. Through these comparisons, the research investigates the potential of LFPSs and public schools in establishing effective schooling mechanism that could lead to higher educational outcomes.

Thirdly, this research employs qualitative approaches and ethnographic methods such as observation of everyday practices and interviews with key stakeholders in order to capture complex process of school improvement and to take contextual issues into consideration. As emphasised by Carrim et al., (1999), Fertig (2000) and Muijis et al (2004), school improvement process depends on the context within which it takes place. To better understand the characteristics of the schooling mechanism practiced at each school, this study analyses contextual issues such as school development history, government registration status, socio-economic status of the surrounding community, cultural attitudes towards school and formal education, etc. Instead of generating a one-size-fits-all type of school improvement model, the research makes use of the existing theory base and cumulative knowledge in the field of EEIR as a conceptual and analytical framework to better understand the situation of case schools in a structured manner and tries to explore how school improvement takes place in a specific context and contrast it against existing theoretical perspectives. In this way, this research presents an example of how EEIR literature could be applied in the research to understand day-to-day schooling practices without loosing a close link to school context as well as surrounding village context.

In addition to the aforementioned contributions to the knowledge base, findings from the present research have practical implications for achieving universal access to quality primary education in Kenya. The increased understanding on the situations of primary schools in the marginalised areas and their experiences of school improvement will guide practitioners at different levels. At school level, teachers will benefit from lessons learnt from case schools for improving their daily school practices, while parents can better support and get involved in school improvement process. In addition, private donors including individual donors and philanthropic organisatios can develop more effective strategies to support schools in low-resource areas. At sub-county, county and country education system level, findings from this research will help policy makers and ministry officers in the government plan interventions with better regulations and support for the disadvantaged schools. Through these contributions in practical school improvement, the present research tries to contribute to the acceleration and achievement of quality primary education for all in Kenya.

1-7. Limitations of the research

It has to be emphasised that there are some limitations in the present research. First, as in other studies with qualitative research design, findings from the present research have limited transferability because the collected data are highly contextualised within the specific cases. The cases were purposefully selected and thus do not represent schools in rural villages or each type of school. Having said that, though the research findings cannot be generalised beyond the reported cases and context, they are useful in developing conceptual themes for understanding the process of school improvement. The research tries to gain insights into the school improvement process through 'analytical generalisation' (Yin, 2009) of the findings rather than statistical generalisation of them.

Another limitation in this qualitative research involves the issue of self-reporting. Some of the research findings are based on self-reported data, which reflect research participants' subjective opinions. For example, perspectives of informants are based on their specific experiences in having been involved in their schools, which may not represent the experiences of other potential research participants. Moreover, school documents available for the researcher might not fully describe the details of information that may convey negative impressions of schools. In order to minimize this limitation and assure the validity of analysis in the research, information was collected with multiple data collection methods and from multiple data sources for data triangulation.

Furthermore, limitations related to the language issue need to be acknowledged. The researcher has limited knowledge of the vernacular in the case village, Olunyole, which is widely spoken at home and occasionally at school, whereas some of the research participants especially parents with relatively short schooling experiences have limited

knowledge of English. This language inability limited the options of data collection methods, i.e., while a large-scale questionnaire survey with parents was initially planned, it was not possible due to the fact that there does not exist written form of the vernacular Olunyole and that some of the potential participants were not literate in English. It also limited the extent of in-depth observations by the researcher at school because not all the oral instructions for school activities and conversations among research participants were done in English. Interviews were done with a local interpreter to make up for this researcher's deficiency in language skills.

Finally, the scope of this research was affected by limited availability of research time and resources. For comprehensive explanation of school improvement process, it would be ideal to conduct multi-level and longitudinal data collection and analysis. However, as this research sets each school as the key unit of analysis and delimited its focus at school level, neither the classroom level issues such as teaching methods, interactions between teachers and students, nor the education system-wide level issues such as education policy structure, ministry's organisational system for teacher training were fully considered in the analysis. Moreover, longitudinal data collection and comparison were not possible due to a time restriction. Instead, a greater emphasis was placed upon the comparison among different schools in a given period of time rather than the comparison of a specific school through tracking its progress over time.

1-8. Thesis structure

The thesis consists of 9 chapters forming three parts. The first part, from chapter 1 to chapter 3, gives an introduction to the research. In this introductory part, the structure and framework of the research is explained (chapter 1), the theoretical focus of the research is related to and contextualised in the existing literature and knowledge base (chapter 2), and the overall research design, methodology and methods are justified (chapter 3). Then, the second part provides 4 individual case analyses (chapter 4-7 with each chapter providing thick description and analysis of each case school respectively) and cross-case analysis (chapter 8). Based on the conceptual framework for school improvement analysis, chapter 4-7 are structured in the following common format: 1) school setting: history of the school, school location, number of teachers and students, school facilities, other key characteristics of the school; 2) external support to school and parents' and teachers' views; 3) teaching and learning practices and parents' and teachers' views; 4) school management and parents' and teachers' views; 5) academic performance at KCPE between 2014 and 2018 as well as KCPE mock tests in 2018, and parents' and teachers' views; and 6) process of school improvement from the perspectives of parents and teachers: how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance. These case analyses are followed by cross-case analysis between and within public primary schools and low-fee private primary schools in chapter 8. Based on the findings from the second part, the third part, chapter 9, presents discussions of emerging theoretical perspectives in relation to the exiting knowledge base of EEIR and gives conclusion of the thesis. The section below gives a brief summary of the organisation and contents of each chapter.

After setting out the general direction of the present research in the introduction chapter, **chapter 2** reviews relevant literature to provide knowledge background and research context to the study. The chapter is divided into three sections. The first section reviews studies on emerging low-fee private schools (LFPSs) in developing countries and in Kenya. It starts with the review of contentious discussions around equity implications of private schooling in providing quality education for the marginalised children. This is followed by the examination of studies on emerging private schooling in Kenya and widely in developing countries, and their contributions and limitations in providing quality education to disadvantaged children. The literature shows inconsistent research findings on whether LFPSs could provide quality education for the marginalized children that could lead to higher academic performance when compared to public counterparts, and limited availability of the research focused on the LFPSs in rural Kenya. Given the fact that little is known about the details of how LFPSs in rural Kenya operate and how differences in the academic performance between public schools and LFPSs are brought about, a closer analysis is needed to explore the characteristics of schooling mechanism that make a school more effective than others and on the process of how schools become more effective (or less effective) in achieving higher academic performance.

The second section of the chapter reviews studies in EEIR and provides critiques. First, a brief review of historical development of EEIR is presented, including the evolution of the educational effectiveness research strand as well as the educational improvement research strand, and attempts for integrating them. Then, the evolution and features of EEIR in African contexts are reviewed, followed by the identification of controversies and deficiencies in EEIR in Africa: 1) due to context dependent characteristics of schooling process, there are controversies and inconsistencies in the research findings on

what works for improving learning outcomes; 2) the need for incorporating contextual issues in the EEIR analysis, especially issues from the contexts that are underrepresented in EEIR such as emerging LFPSs in socio-economically disadvantaged areas; and 3) the need for context-sensitive approach in EEIR in Africa in order to capture everyday schooling practices and stakeholders' perspectives within school context.

Lastly, the third section of the chapter presents research findings and theoretical perspectives / discussions on each aspect of schooling mechanism focused in the conceptual framework. It highlights the characteristics of schooling mechanism at public schools and LFPSs in Kenya and also presents theoretical debates on its contribution to school improvement
based on key findings from EEIR studies in Kenyan context and other country contexts.

Chapter 3 presents discussions on research methodology and methods in this research and provides explanations of and justifications for the research process. The chapter is divided into 8 sections. Section 1 gives justification for the research design. The research questions require an empirical study with a qualitative research design underpinned by the constructivist epistemology. While within a range of qualitative research design, the research chose multiple case study design for following three reasons. First, the key advantage of the case study design in discovering details of a social process within its context fitted well to the aim of this research. Second, the flexibility in the use of theory in the case study design matched the need of the present research. Third, multiple case study design which enhances understanding of a phenomenon through a comparison of cases corresponded to this research's intention to conduct a comparison of different schools. Although qualitative case study is often criticised for its weakness in extracting

generalisable and transferable knowledge and theories from data, based on analytical generalisation (logical inference) instead of statistical generalisation (statistical inference) as argued by Yin (2009), this research aimed at developing themes related to the process of how school improvement takes place in rural Kenya, which provides important implications and lessons for some wider contexts, especially for schools in rural and socio-economically deprived areas.

After the presentation of details of pilot study and fieldwork in Section 2, Section 3 introduces the research location in detail from its social, economic and educational perspectives. Then, Section 4 explains the case selection process with the case selection criteria, followed by the presentation of the features of the case schools. Next, Section 5 gives an overview of data collection process and the details of each data collection method, including justifications for the use of each method, its limitations, and the process of how the method was used. The data collection methods used in the research include observation, semi-structured interview, and document review. After that, Section 6 provides details of data analysis methods and its process as well as data validation process. Data analysis aimed at producing descriptions of the cases based on data and developing themes and relationships of themes from data for comparing them with existing theories and knowledge base in the field of EEIR. Data were analysed with thematic and qualitative content analysis method. The process of data analysis included organising and preparing data for analysis by transcribing them; conceptualising, classifying, categorising, and identifying themes through a process of coding; connecting and interrelating data; representing data by interpretation, creating explanatory accounts, and providing meaning. In order to assure validity and increase reliability of data, this research 1) highlights multiple dimensions of the reality from different data sources (data

triangulation); 2) provides descriptions of each case in detail to present the information base from which the researcher drew conclusions; and 3) presents full details of the research process including data collection and analysis process, as well as reflections on the researcher's position in the research. In Section 7, ethical issues faced in conducting the research are discussed. Finally, section 8 presents reflections on researcher's positioning in the research and its potential influence on the research process.

Chapter 4 presents the first standalone case school in detail. Public school A is a registered public school established in 1982. One of the key characteristics of the external support to the school is that it receives support from several private individual donors and philanthropic organisations in addition to the government support. This additional support has not only increased availability of material/human resources needed for teaching and learning, but also positively influenced teachers' commitment in teaching. Besides the high teacher commitment, the school has the following effective characteristics in teaching and leaning practices, which the teachers and parents interviewed emphasised their close link to academic performance: regular attendance and high student engagement in learning; established regular and frequent assessment and feedback system through homework and exams in a competitive environment; and performance-based promotion rule strictly enforced at the upper primary grades which has resulted in keeping the grade 8 class size manageable. When it comes to school management, although there is a mixture of positive and negative evaluation among the teachers and parents interviewed in the research, a strong leadership role of the head teacher in the school management has brought changes in school such as strict enforcement of the code of conduct for teachers, implementation of the performance-based student promotion rule, and resource mobilisation from private donors through fund-raising activities. Regarding

academic performance, KCPE results from 2014 to 2018 and KCPE mock results in 2018 illustrate that public school A is performing considerably higher than the sub-county mean score and its performance is in climbing trend.

The process of school improvement demonstrated by public primary A has the following distinguishing characteristics. First, the leadership role of head teacher in school management has played a pivotal role for school improvement. On the one hand, it has changed the teaching and learning practices at school, for example, increased teacher commitment through the establishment of a code of conduct for teachers, higher student engagement through the enforcement of performance-based promotion rule, and the creation of a more competitive exam environment. On the other hand, the head teacher's leadership role in school resource management has resulted in an increase in the external support to school as exemplified in regular funds from multiple private donors and teaching support from an NGO in addition to the support from the government and parents. Secondly, private donors have played a key role in supporting the school in many ways. In a poor rural village context where a large amount of support from the parents is difficult to expect, having funding sources in addition to the governmental support have made a big difference to the school. For example, the increase in the support from private donors enabled the school to employ an additional PTA teacher, increase the availability of teaching and learning materials and bring higher teacher motivation and commitment to work. These findings suggest that there are dynamic interactions among external support to school, teaching and learning practices, and school management, which fostered higher academic performance at public school A. The head teacher's strong leadership role not only brought effective teaching and learning practices, but also increased private donors' support to school. The increase in private donors' support then

also has positively influenced teaching and learning practices. The improvement in teaching and learning practices eventually facilitated achieving higher academic performance. Furthermore, the improvement in academic performance in turn has helped build trust in the leadership role of the head teacher and increase the amount of funds from private donors.

Chapter 5 illustrates the second standalone case school in detail. Public school B is a registered public school established in 2006. The school's key characteristic in external support to school is that its financial supporting body is mainly the government with little support from the parents. According to the teachers interviewed, its resource availability has remained low, especially for teaching and learning materials, due to insufficient support from the government and unreliable support from the parents. Regarding teaching and learning practices, the interviews with the parents suggested that they are not satisfied with the teachers' engagement in teaching and the head teacher's leadership role in managing teachers' work and students' commitment. Meanwhile, both the head teacher and teachers complained that their work is constrained and discouraged by the low availability of teaching and learning materials, and by parents' negative attitude towards education such as little recognition of the importance of education among some parents. They also mentioned students' background as a constraint for achieving higher academic performance i.e., the school admits students who dropped out of neighbouring schools due to low academic performance or/and a lack of discipline. As a result, roughly a half of the students in grade 7 and 8 had dropped out of previous schools (including public school A) and transferred to public school B. While this admission practice has negatively affected school's overall academic performance, it helps the school to increase the funds from the government as these funds are distributed on a per capita basis. In terms of

school management, the head teacher stated his struggle in exercising his leadership role in managing parents and the BOM as well as teachers. When it comes to academic performance, KCPE results from 2014 to 2018 and KCPE mock results in 2018 indicate that public school B is performing significantly lower than the sub-county mean score and its performance is in stagnant trend (though there are some fluctuations and slightly upward trend could be seen).

The process of school improvement at public school B presented the importance of external support to school and school setting in facilitating effective teaching and learning practices. For instance, limited availability of the support from the government and parents impeded teachers' commitment to their work. Furthermore, contextual issues such as negative parental attitudes towards education and students' low academic background also negatively affect teachers' engagement and head teacher's leadership role in school management, which further affect the student academic performance.

Chapter 6 examines the third standalone case school in detail. Private school A is a registered private school established in 2002. It used to operate as an unregistered private school but registered with the government in 2014. While the government registration has provided some benefits for the school such as increased training opportunities for teachers and more exam opportunities for students, the school does not receive any financial or material support for school activities from the government. The school's key feature in external support is that it depends mainly on private donors with some support from parents. Although it used to receive regular financial support from different sources of private donors, it experienced fluctuations and suspensions of the support, which has resulted in the present situation of insufficient and unreliable availability of resources at

the school. The low availability of resources has negatively affected teaching and learning practices at private school A. The interviews with teachers discovered that the chronic delay and uncertainty in teachers' payment as well as the low availability of teaching and learning materials have discouraged their commitment to their work and lowered their level of trust on the management. According to the head teacher, the decrease in the private donors' support has made it more difficult to exercise his leadership role in school management, especially managing the teachers' and parents' expectations. Concerning academic performance, KCPE results from 2014 to 2018 and KCPE mock results in 2018 show that private school A is performing marginally higher than the sub-county mean score but its performance is in declining trend (though there are some fluctuations).

The process of school improvement at private school A showed its vulnerability to external funds and support. For private schools working in a poor rural village, the availability of support from the private donors makes a huge difference in school activities since neither the governmental support nor parental support could be relied upon. The case school demonstrated that fluctuation and decrease in external support triggered negative chain reactions in the schooling mechanism. The school used to perform higher than the sub-county mean score around 2014 when it received a regular support from the church and other private donors. However, as the support from private donors began to fluctuate and gradually decreased from around 2015, the school started to experience a shortage of necessary teaching and learning materials as well as an unstable compensation for teachers' work. These changes have led to lower teacher commitment in teaching and made it more difficult for the head teacher to managing school activities through his leadership role, which has negatively influenced teaching and learning practices at the school and eventually constrained student academic performance.

Chapter 7 demonstrates the fourth standalone case school in detail. Private school B is an unregistered private school established in 2015. The school was established as a charity school for needy children. It accepts orphans, which consists more than one-third of the students, and it sponsors children from extremely poor families, which shares about three quarters of students (there are some overlaps in the two categories). As it is not registered and recognised by the government, it does not receive any support from the government, instead, it almost exclusively depends on private donors for financing school activities with little support from the parents, which is one of the distinctive characteristics of the school. However, the availability of the resource is considerably low due to the fact that the support from the private donors is unstable and the accumulation of the support is limited as this is a relatively new school. The school faces some challenges stemmed from this background, for example, low availability of teaching and learning materials, low salary payment for teachers, low teacher qualification, limited opportunities for exams due to its government registration status and low availability of funds. However, the findings from observation and interviews suggest that the school has high teacher commitment for their work motivated by head teacher's leadership role. The teachers interviewed in the research stated their trust on the management and their sympathy to the situation of needy children, while the parents interviewed stated their satisfaction with teachers' engagement in teaching and the appreciation of the leadership role taken by the head teacher. With regard to academic performance, KCPE results and KCPE mock results in 2018 illustrate that private school B is performing considerably lower than the sub-county mean score.

The process of school improvement at private school B illustrated that limited resource availability has constrained effective teaching and learning practices at the school. Although the school has succeeded in raising and keeping teachers' commitment for their work through the head teacher's leadership role in school management, limited availability of resources for school activities due to unreliable support from private donors and poor support from the parents has impeded school's potential to achieve higher academic performance.

Chapter 8 presents the comparison of the schooling mechanism as well as the school improvement process between and within public primary schools and low-fee private primary schools. The first three sections (8-1, 8-2 and 8-3) provide a comparative analysis on each of the three aspects of schooling mechanism focused in the conceptual framework respectively. It also highlights differences and similarities in parents' and teachers' views on the schooling mechanism across different case schools. Then, section 8-4 provides a comparative analysis on the school improvement process with a focus on interactions among the three aspects of schooling mechanism and how they have facilitated or constrained achieving higher academic performance at case schools.

Chapter 9 provides discussions of the findings from the individual and cross-case analysis in relation to the theoretical perspectives in the field of EEIR to see in what ways they build, extend, or/and challenge extant knowledge in the field. Based on the conceptual framework, section 9-1 first presents discussions around the three aspects of schooling mechanism, followed by discussions on the process of school improvement. Finally, section 9-2 presents the conclusion of the thesis highlighting its original

contribution to the knowledge, implications for policies and practices, and recommendations for future research.

Chapter 2. Literature review

This chapter presents a critical review of the existing literature relevant to the analysis of the schooling mechanism and the process of school improvement at public schools and low-fee private schools (LFPSs) in rural Kenya. The literature review is bounded and organised as follows:

First, section 2-1 reviews studies on emerging low-fee private schools (LFPSs) in developing countries and in Kenya. After reviewing discussions around equity implications of private schooling in providing quality education for the marginalised children, LFPSs' contributions and limitations in delivering quality education to the disadvantaged children are reviewed in comparison with public schools. The literature shows controversies in the research on the accessibility of LFPSs, i.e., whether they could provide access to education for the disadvantaged children. There are also conflicting views on various aspects of the quality of education at LFPSs including academic performance compared to public schools, i.e., whether LFPSs could provide quality education leading to higher academic performance when compared to public counterparts. Furthermore, literature review also finds limited availability of research focused on the LFPSs in rural Kenya, hence little is known about the details of how LFPSs operate in rural Kenya and how differences in the academic performance between public schools and LFPSs are brought about. In order to provide quality primary education for all children in Kenya, it is imperative to explore and analyse the characteristics of schooling mechanism and the process of school improvement at LFPS, i.e., how schools become more effective (or less effective) in achieving higher academic performance, in comparison with public schools.

Then, the next section (section 2-2) reviews the progress of knowledge in the research area of Educational Effectiveness and Improvement Research (EEIR). After presenting historical development of the field in general in section 2-2-1, section 2-2-2 turns its focus towards African context and identifies features of and historical shifts in the EEIR in Africa, followed by the discussion on the controversies and deficiencies in EEIR in Africa: 1) due to context dependent characteristics of school improvement process, there are controversies and inconsistencies in the research findings on what works for improving learning outcomes; and 2) under-representation of some of the school improvement experiences, especially those of LFPSs operate in socio-economically disadvantaged rural areas. For more comprehensive understanding of school improvement experience at LFPSs in rural Kenya, more empirical studies with context-sensitive approach are needed which explore what actually takes place during school improvement from the perspectives of key stakeholders involved in the process.

Finally, based on key findings from EEIR studies in Kenyan context and other country contexts, section 2-3 reviews research findings and discussions relevant to each aspect of schooling mechanism in the conceptual framework, i.e., external support to school (section 2-3-1), teaching and learning practices (section 2-3-2), and school management (section 2-3-3), followed by theoretical debates around school improvement process (section 2-3-4).

2-1. LFPSs in developing countries and Kenya

The literature on private schooling in developing countries shows that there has been a rise in the number of LFPSs after the introduction of FPE, operating not only in urban areas (Tooley and Dixon, 2005; Rose and Adelabu, 2007; Oketch et al., 2008; Tooley et al., 2008) but also in rural areas (Akaguri, 2011; Härmä, 2011). The mushrooming of these private education providers has led to an increasing policy and research attention on their potential contribution to achieving quality education for all by improving access to and quality of education (Heyneman et al., 2014; Languille, 2016; Srivastava et al., 2016).

In such a situation of the growth in private schooling, accessibility and quality of education at these private institutions is a critical issue as it closely links to the contested discussions on equity in education. On the one hand, proponents of privatisation argue that private institutions provide school choice other than public schools and open up access to a range of education from LFPSs to high-fee elite private schools (Levis 2002). Moreover, based on the neoliberal idea and the market-based solutions proposed by Friedman (1962) and Drucker (1969), they argue that private suppliers operating under market discipline not only provide choice to consumers but also contribute to delivering higher learning outcomes with greater efficiency and effectiveness in education through competition (Colclough, 1996; Hoxby, 2003; Levin et al., 2003; MacLeod et al., 2012; Baum et al., 2019). On the other hand, opponents of privatisation raise concerns on equity in education (Levis 2002). Equity concerns include whether private schools are accessible to the most disadvantaged children and whether they could provide quality education for them. When private schools fail to provide quality education and limit the opportunities of the most disadvantaged children acquiring basic literacy and numeracy skills, they

could accelerate inequity in the overall education and reinforce social stratification by expanding disparity in the access to quality education (Rose et al., 2016; Elacqua, 2012; Hsieh et al., 2006; Menashy, 2014; Verger et al., 2016; Baum et al., 2019). Given the fact that there are a growing number of private education providers in Kenya and widely in other developing countries, their potential contribution in delivering quality education to the disadvantaged children needs to be closely investigated.

In African context, LFPSs tend to serve disadvantaged children from relatively low-income households, and usually charges lower fees than public schools, but with some exceptions (Rose and Adelabu, 2007; Härmä, 2011). Research findings highlight that LFPSs in developing countries contribute to the expansion of access to education especially for those marginalised, including girls, children live in urban informal settlements or rural areas, children from ethnic minority, etc (Tooley, 2001; Tooley and Dixon 2003; Miller-Grandvaux et al., 2002). They are often located in the areas underserved by the government and operate flexibly to reach neglected children, as shown in cases from Egypt, Mali and Zambia in DeStefano et al. (2010). On the contrary, evidence found in the review of private schools by Aschley et al. (2014) suggests that it remains questionable whether the poor households are actually able to pay school fees and whether LFPSs can operate and reach the poor children in rural areas.

With regard to the quality of education at LFPSs in developing countries, there are conflicting arguments and ambiguous evidence in the existing research. For example, Tooley and Dixon (2005) find that LFPSs in the urban slums in India, Ghana and Nigeria have perform higher than their government counterparts. However, in contrast, findings in Rose (2002) and Adelabu et al. (2004) reveal that educational quality of LFPSs in some

African countries including Uganda, Malawi and Nigeria is lower than public schools and argue that these schools do not serve the needs of the poor. Furthermoe, DeStefano et al. (2010) present some cases of LFPSs in Zambia that have suffered poor quality due to lack of resources in communities, while Miller-Grandvaux et al., (2002) argue that poor teacher qualification and little teacher training opportunities at LFPSs in Mali has negatively affected student performance at the end of primary education exams.

Research on LFPSs in Kenya, for example, Tooley et al., (2008), Tooley et al., (2012) and Ohba (2012), suggests that these schools operating in informal settlements in Nairobi play a key role in providing access to education and meeting 'excess demand' of those who have difficulties in attending public schools. According to Onsomu et al, (2004) and Ekundayo (2001), these schools are located in the areas where public schools are not available and thus providing last chance access to education for marginalised children in Nairobi, and similarly in Kisumu and Mombasa. Ohba (2012) and Tooley et al., (2008) argue that these schools are more accessible than public schools not only because they charge lower fees but also they are located closer to students' homes, they provide free meals, some of them offer scholarships, and they have flexible management and regulations on fee-collection and purchase of uniform.

When it comes to the educational quality at LFPSs in Kenya, extant research shows a mixture of evidence. On the one hand, statistical comparisons of academic performance between public primary schools and private primary schools such as Bold et al. (2013) and Baum et al. (2019) show that student achievement in private schools outperforms those in public schools. In addition, some of the empirical research finds that LFPSs have higher quality of education compared to government competitors in terms of higher

teacher accountability to parents (Onsomu et al., 2004), smaller class size and lower pupil-teacher ratio (Ngware, 2011). Moreover, through interviews and focus group discussions with parents, Tooley et al. (2008) finds that parents perceive the quality of education at LFPSs is higher than public schools mainly because of the smaller class size and closer teacher-student interactions. These findings suggest that LFPSs have potential to meet 'differentiated demand' of those who voluntarily choose private institutions for seeking good educational quality. On the other hand, some research highlights problematic aspects of these schools. For instance, due to a lack of finance and unregistered status with the government, the majority of teachers are not qualified and poorly paid, school infrastructures are in poor conditions, and the availability of teaching and learning materials are limited (Onsomu et al., 2004; Ngware, 2011). Furthermore, Ohba (2012) discovers the limitation of the LFPSs in meeting educational needs of the low-income households from the fact that the transition rate to secondary schools at LFPSs in informal settlements in Nairobi is lower than neighbouring public schools. However, it has to be acknowledged that there are a limited number of studies on LFPSs in Kenya and they almost exclusively focus on those schools in urban settings. Hence, there is a need for further investigation on LFPSs operating in Kenya especially in rural areas.

As seen above, in Kenya and widely in other developing countries, there are conflicting research findings on access to and quality of education at LFPSs and whether they could achieve higher academic performance when compared to public schools. However, given the fact that there are wide gaps in the level of educational achievements not only between public schools and LFPSs but also within each type of schools, a further scrutiny is needed on the process of how differences in the academic performance are brought about. While

there are many comparative studies on the academic performance between public schools and private schools (for example, in Kenyan context, Bold et al., 2013; Baum et al., 2019), little is known about the differences in the characteristics of schooling mechanism between public schools and private schools and how they have resulted in differences in student performance. Thus, a closer analysis is needed on the characteristics of the schooling mechanism that make some schools more effective than others and on the process of how some schools become more effective or less effective in achieving high academic performance.

For achieving quality education for all in Kenya, it is imperative to provide quality education to those marginalised, e.g. children from low-income families living in rural areas. Indeed, one of the key objectives as well as key challenges of the present education systems around the world is to understand the schooling processes that can offer opportunities for all students to succeed in school (Frempong et al., 2011). As Kyriakides et al., (2018) emphasises, this objective is in line with the main research focus of the Educational Effectiveness and Improvement Research (EEIR) which focuses on establishing and testing theories that explain '*why and how some schools and teachers are more effective in promoting better student outcomes than others'* (Sammons 2009: 123). The next section reviews the literature on the EEIR to gain insights into the analysis on the schooling mechanism and the school improvement process.

2-2. Educational Effectiveness and Improvement Research (EEIR)

2-2-1. Historical development of EEIR

Although there are different ways in categorising the EEIR (Yu, 2007), in general, there are two distinct but inter-related streams in the field: the educational (school) effectiveness research and the educational (school) improvement research. Over the decades of their evolution from the 1970s, these research areas have extended their primary focus from schools to include teachers, classrooms, institutions, networks and education systems (Hall et al., 2020). Moreover, in spite of the differences in typical methodologies and research focuses, interactions and sharing of knowledge bases between the two research areas have been accelerated from the late 1980s. Furthermore, international research contributions in the field, including diverse country context studies, international comparative studies, and the meta-analyses and synthesis of them, have added more sophisticated and nuanced international perspectives to the field (Lindorff et al., 2020). The EEIR today has become a global field of research studying '*variation, quality and equity in education across schools, teachers, networks and systems, attending not only to "what works" but also how, for whom, when, and why*' (Hall et al., 2020: 1). This section reviews historical development of the two research traditions in the EEIR and the attempts for integrating them into a wider research field of EEIR.

Historical evolution of the educational effectiveness research and the methodological advancement in the field have been reviewed and updated in some of the recent articles and books including, for example, Creemers et al., (2010), Reynolds et al., (2014), Sammons et al., (2016), Kelly (2020) and Lindorff et al., (2020). According to Reynolds et al., (2014) and Kelly (2020), there are five loose and overlapping phases in the historical development of the field. The first phase emerged roughly in the 1970s in the

USA as reactions to Coleman et al. (1966)'s report and Jencks et al. (1972)'s research, which argue that the differences in student performance could be attributed more to the differences in the students' ability and their socioeconomic background than to the differences among schools. Similar findings were also reported in the UK by Plowden report (Plowden et al., 1967). In response to these findings implicating little effects of schools on students' performance, researchers such as Weber (1971), Brookover et al. (1978) and Edmonds (1979) in the USA as well as Rutter et al. (1979) in the UK examined the possibilities that schools can influence students' performance. The emphasis of the studies in this phase was placed upon showing the school effects by identifying particular schools and teachers which achieved higher student performances than those estimated by the students' socioeconomic status. The research focus has shifted in the second phase, from the 1980s to the early 1990s, to finding the characteristics that make schools more effective in producing higher student outcomes (Kelly, 2020). Then in the third phase, from the 1990s to the early 2000s, many attempts were made to develop theoretical models exploring the reasons why some schools are more effective than others and why some schooling components are more closely associated with student attainment (ibid; Reynolds et al., 2014). This change in focus has resulted in, according to Teddlie et al. (2000), the shift from input-output studies to input-process-output studies. The fourth phase, from the 2000s to 2010s, is characterised by the move from the static view on the effectiveness to the dynamic view (Kelly, 2020; Reynolds et al., 2014): seeing education not as a stable set of arrangements at one level (such as classroom level, school level, etc) but as a dynamic and complex set of relationships in a multilevel system, which results in variable outcomes at different levels and within each level through cross-level interactions (Creemers et al., 2008). Finally, in the fifth phase, which started to take shape in the late 2000s and 2010s, equity and fairness in the educational effectiveness is being

questioned (Kelly, 2020). Recent research addresses the problem of the effects of educational improvement on disadvantaged groups: a school (or a group of schools in a society) might improve its academic performance as a whole but with different degree of improvement for different pupils (schools), or sometimes with adverse effects on disadvantaged pupils (schools) (Kelly, 2020). Studies in this phase examine not merely 'what works' but 'for whom it works' and 'under which conditions it works' Kyriakides et al., (2018).

With regard to the educational improvement research, Hopkins et al. (2014) suggests five phases of loose and overlapping historical development in the field. The first phase emerged in the 1960s and 1970s, though the origin of the research could be traced back to the organisational development research in the 1940s (ibid). By applying organisational development approach to education context, studies in this phase such as Schmuck et al. (1971) explored school's capacity for solving problems (Hopkins et al., 2014). The research focus was placed on organisational change process at school since the school was recognised as an organisation and also as the unit of change. The second phase, roughly from the late 1970s to 1980s, is characterised by practitioner-oriented action research projects at various schools (ibid). While school-based review and school self-evaluation were often used for managing the change process and increasing the ownership of change, they had provided little evidence on improving student achievement (ibid). School improvement initiatives in this phase were later criticised for their weakness in theoretical underpinnings and lacked 'systematic, programmatic and coherent approach to school change' (Hopkins et al., 2001: 12). The third phase flourished in the mid-1980s and the 1990s and had two features (Hopkins et al., 2014). First, the simultaneous expansion of the self-management of individual schools and active

engagement of national government in school improvement, which was based on the research findings that schools could improve student performance better when external supports for school improvement are provided (Nunnery, 1998; ibid). Second, the increasing popularity of comprehensive models of school reform, or 'whole-school-design' approaches, which tried to manage organisational change process for achieving higher standard of student performance based on a broad and diverse set of reform designs, developed with the evidence and practices found both in educational effectiveness research and educational improvement research (Hopkins et al., 2014). During the fourth phase, from the late 1990s to the 2000s, educational improvement studies emerged were concerned with system-level transformation through collaboration and networking across schools as a way of improving schools and student learning outcomes (Harris et al, 2008; Muijs, 2010). In addition, for accelerating this process, the importance of the leadership was reiterated, on the one hand, from the perspective of linking leadership practice and student outcomes, and on the other hand, through the notion of 'system leadership' (Fullan, 2004, 2005), which explored leadership for enhancing partnerships with other schools and local communities (Hopkins et al., 2014). The fifth phase, in the 2000s and the 2010s, has seen the accumulation of school improvement knowledge from diverse country contexts (ibid). Furthermore, the research focus has extended to the complex entirety of the network systems for supporting schools encompassing not merely individual schools but also local systems, national systems and their interactions (ibid). Hence, educational improvement research today explores contextually specific knowledge and evidence bases from different countries, and addresses issues related to the dynamics of systemic improvement at various system levels.

Although the educational effectiveness research stream and the educational improvement stream have developed from different origins, there have been increasing interactions between them from the late 1980s, when the International Congress for School Effectiveness and Improvement was founded and the journal School Effectiveness and School Improvement was established (Lindorff et al., 2020). The 1990s saw the emergence of studies combining the knowledge bases of the two traditions, for example, Reynolds (1993), Hopkins (1995), Stoll et al., (1996), Reynolds et al., (1996), etc, and from the 2000s and onwards, the trend has been further accelerated through several international comparative studies such as the Effective School Improvement project (Creemers et al., 2005). Despite the differences in typical methodologies and research focuses, both research traditions learn from theoretical bases and empirical studies of each stream and today they are developing the wider EEIR field synergistically.

2-2-2. EEIR in Africa

Historical development of EEIR in Africa

EEIR in Africa has a very different history of evolution from those in North America and Europe, though there are differences within the region. The origin of the EEIR in Africa could be traced back to the education crises in the 1970s, when it was initially developed as attempts for identifying cost-effective interventions in the education sector in the context of fiscal austerity (Fleisch, 2007). Jansen (1995) identifies three initial generations of Educational/School Effectiveness Research widely in developing country contexts. Informed by the production-function framework as well as the methodologies used in the Coleman Report (Coleman et al. 1966), the first-generation studies in the 1970s used national survey data to explain student achievement patterns by 'determinants' such as resources, school buildings, teachers, etc. Meanwhile, the studies in the second generation in the 1980s used refined statistical techniques to identify key school factor determinants of academic achievement. Studies in this generation were predominantly funded by the World Bank and aimed at finding cost-effective investments in developing countries (ibid). In criticising statistical deficiencies of 'single-level regression models', the third generation of studies emerged from the late 1980s and 1990s. They apply multilevel analyses to shed light on variations at different levels such as between class of students differences and between student differences (Goldstein, 1987; Riddell, 1989). The subsequent generation emerged in the 1990s with an increasing attention being paid to the cultural context (Fleisch, 2007). For example, the literature review by Fuller et al. (1994) recognizes the importance of the local context and the cultural specificity of education practices. The growing interest in the local context is partly based on the criticism against the mainstream school effectiveness literature working "*strictly within a positivist paradigm which assumes that schools basically consist of interrelated units*

which can be 'fixed' by applying the right mix of policy and resource inputs which would result in greater effectiveness." (Jansen, 1995:190). The trend continued in the 2000s as exemplified in the literature such as Oduro et al. (2003) and Crosslye et al. (2005). The shift in research interest from the traditional input-output theoretical framework to the input-process-output-context focus (*Scheerens, 2001*) has brought growing needs for the studies within school improvement perspective (Fleisch, 2007) and increasing use of qualitative and mix-methods in the field. The EEIR in Africa in the last 20 some years saw growing international research contributions in the field including those from several new country contexts. The trend has been accelerated throughout the 2010s, and as a result, an expanded and diversified knowledge base from a variety of country contexts in Africa has been developed. It includes, on the one hand, research from the education effectiveness strand using quantitative methods, for example, Timilehin (2010), Baum et al., (2019) and Ngware et al., (2021), on the other hand, research from the education (school) improvement strand using qualitative methods, for instance, Oduro et al (2003), Pretorius (2014) and Hockett (2021). In addition, large-scale international assessments such as the SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) in English-speaking Sub-Saharan African countries and the PASEC (Programme d'Analyse des Systèmes Educatifs des Pays de la Conférence des Ministres de l'Éducation des Pays ayant le Françis en Partage (COFEMEN) in Francophone Sub-Saharan African countries have provided data for multilevel modelling (Mercy et al. 2017; PASEC, 2020). Furthermore, recent synthesis reports on education interventions for improving learning outcomes such as Evans et al., (2015), Conn (2017), and Evans et al. (2021) have stimulated further discussions in the EEIR in Africa.

Controversies and deficiencies in EEIR in Africa

Although there has been a significant expansion and advancement in the knowledge base of the EEIR in Africa, the literature review suggests controversies and deficiencies in the field. First, due to context dependent characteristics of schooling process, there are controversies and inconsistencies in the research findings on what works for improving learning outcomes. For instance, through an analysis of the six reviews covering 301 studies on improving student learning in primary schools in developing countries, Evans et al., (2015) finds that the main results highlighted for improving learning appear to be divergent and inconsistent. As Evans et al., argues, this does not mean the results driven by randomized controlled trials are incorrect in characterizing what works well (ibid), rather, the difference findings can be better explained by difference in the evidence used, i.e., samples used in the studies are from different context, different stages of school development, different school types, etc. Moreover, there is a lack of attention to feedback loops and dynamic interactions among multiple aspects of schooling that facilitate or impede school improvement. Instead of focusing on single aspect of schooling and discussing what works, there is a need for focusing on multiple aspects of schooling and exploring how they interact each other to fostering or hindering school improvement. For better understanding the potential of schools and advancing knowledge for improving learning outcome, the knowledge on what works in improving learning needs to be supplemented with the knowledge on how and why it works (or it does not). As seen in the literature review, the growing research contributions from a variety of contexts in Africa, especially those using context-sensitive approach have a high potential in complementing such research gaps. Moreover, the knowledge base needs to be strengthened with studies taking stakeholders' perspectives into consideration, i.e., instead of a statistical explanation of a correlation between schooling factors and

academic performance, exploring the process of school improvement as well as experience of school improvement from the perspectives of stakeholders.

Second, the review of EEIR in Africa suggests that although there is an increasing number of EEIR studies from several new contexts, there remains a lack of sufficient empirical research on schools in socio-economically disadvantaged areas such as rural areas in developing countries where most of the households live in poverty (Yu, 2007; Fleisch, 2007; Teddlie, 2003). This is partly because of the challenges undertaking field research in remote areas, as highlighted in Oduro et al., (2003). Furthermore, there is a limited number of studies on emerging LFPSs in EEIR and few studies have compared LFPSs and public primary schools (Tooley et al., 2010), though different school types and different government registration status put schools in different contexts for school improvement. This has resulted in the underrepresentation of some of the school improvement experiences in the field of EEIR.

2-3. Conceptual framework and its theoretical perspectives

In order to explore and compare the schooling mechanism and the school improvement process at public and low-fee private primary schools in rural Kenya, this research uses a conceptual framework for school improvement process analysis presented in Figure 1. The section below reviews the literature presenting the characteristics of schooling mechanism at public schools and LFPSs in Kenya, and discussions around their contribution to school improvement in the EEIR studies in Kenyan context and other country contexts.

2-3-1. External support to school

The extant literature on LFPSs in Kenya highlights the characteristics of external support to school. For instance, Onsomu et al. (2004) presents that due to a lack of finance and unregistered status with the government, school infrastructures in these schools are in poor conditions, and the availability of teaching and learning materials are limited. Ngware et al. (2011) also reveals that the quality of education provided in public schools is better in terms of infrastructure and textbook provision when compared to non-government owned schools. Furthermore, Zuilkowski et al. (2018) argues the importance of government registration in accessing the government's capitation grant and government support for classroom materials and books.

The review of the knowledge base of the EEIR in Kenya and other country contexts suggests that there are a number of research analysing the role of external support to school in school improvement. For example, the importance of parental and community support for the school is widely discussed not only in the way that it directly helps the running of schools but also it facilitates frequent communication between school and

community as well as parental involvement in school governance for improving school environment (Dalin, 1994; and Blum, 1990). Moreover, Onsomu et al. (2004) points out that while the governmental support potentially plays a key role in assisting financial sustainability of the school and maintaining the standard of teaching and management quality, its availability depends on each school's registration status and the government's capacity to deliver these supports.

Meanwhile, regarding the availability of teaching and learning materials at school, Lockheed et al. (1993) points out the general challenges for creating effective schools in a context where schools lack the basic minimum inputs necessary for them to function as schools. The extant literature suggests that the use of teaching guides by teachers, textbooks by students, and the availability of other teaching and learning materials such as pencils, notebooks, chalkboards, chalks, etc, facilitate effective student learning (Lockheed et al., 1991). In addition, Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) research project in Onsomu et al. (2005) finds that pupils with learning materials such as pens, exercise books and rulers outperformed pupils without such materials. Based on an analysis of KCPE scores from 50 schools, Appleton (1995) points out that the provision of textbooks is one of the key determinants of KCPE test scores. In contrast, based on the analysis of KCPE model test score for grade 4-7 and KCPE test score for grade 8 from 100 schools over 5 years, Glewwe et al. (2009) finds that the provision of textbook by itself does not raise average test scores for all students: while textbooks can potentially improve test scores of students, they have little effect for students who could not use them effectively especially when they are written in English, most students' third language.

2-3-2. Teaching and learning practices

According to the literature on LFPSs in Kenya, one of the notable characteristics of the teaching practices in LFPSs is that the majority of teachers are not qualified and they are poorly paid due partly to the financial challenges LFPSs face and also to the school registration status with the government (Onsomu et al., 2004; and Ngware, 2011). Also, LFPs are often reported to have lower student–teacher ratios than public schools (Tooley et al., 2007), and there is less teacher absenteeism because teachers are more accountable to their employers (Zuilkowski et al., 2018), consequently, more time is spent for teaching at LFPSs when compared to public schools (Ngware et al., 2013; Tooley et al., 2007; and Zuilkowski et al., 2018).

The review of the knowledge base of the EEIR in Kenya and other African countries contexts presents that there are a variety of literature analysing the contribution of teaching and learning practices to school improvement. Regarding teacher qualification and training, Lockheed et al. (1991), Dalin (1994) and Appleton (1995) argue that the qualification of teachers is one of the kye determinants of KCPE test scores, while Anderson (2002)'s school improvement projects in Kenya, Uganda and Tanzania suggests that providing capacity building support to teachers such as delivering workshops and in-service assistance are key for improving learning. The importance of teacher professional training is also highlighted in the SACMEQ research: students in schools with teachers who had more professional training were more likely to score higher in mathematics that those in schools with untrained teachers or teachers who had little professional training (Onsomu et al., 2005). In terms of teacher engagement in teaching, Lloyd et al. (2000) points out that teachers' continued attendance (non-absenteeism) is one of the key determinants for a higher KCPE score. Duflo et al. (2015)

also argues that low absence rates of the teachers contributes to increasing students scores. Meanwhile, in reviewing Anderson (2002)'s case studies of school improvement projects in East Africa, Teddlie (2003) highlights the importance of class size and teacher's interactions with children during teaching in improving learning.

When it comes to student learning practices, the SACMEQ research finds that students who were never or rarely absent from school outperformed pupils who were frequently absent from school (Onsomu et al., 2005; and Wasanga et al., 2012), and similarly at school level, for reading tests, students in schools where a majority of the pupils were never or rarely absent from school outperformed their counterparts in schools where a majority of the pupils were often absent from school (ibid). In addition, it also highlights that class repetition was shown to negatively affect pupil performance: students who had never repeated a grade outperformed students who had repeated a grade, and schools with students who had repeated at least once had low achievement in reading (ibid). Furthermore, in terms of student characteristics, it also finds that students in schools with fewer students' behaviour problems were likely to outperform their counterparts in schools with more students' behaviour problems (ibid). When it comes to students' progress monitoring, both Blum (1990) and Dalin (1994) argue that frequent monitoring contributes to higher student outcomes. In addition, several studies suggest that close monitoring and evaluation of student performance as well as timely feedback to students enhance learning outcomes (Haddad et al., 1990). The SACMEQ research also reveals that students who were given homework and had it corrected were likely to achieve better than students who were given homework and did not have it corrected (Onsomu et al., 2005).

2-3-3. School management

While there is a limited number of studies exploring the characteristics of the leadership role of head teachers in school management at LFPSs in Kenya, existing literature on the characteristics of head teachers' leadership role at public primary schools in Kenya suggests that their leadership is exercised in dealing with enormous challenges they face. Bush et al. (2006) reveals that head teachers in Africa in general are often working in poorly equipped buildings with inadequately trained staff and having limited access to formal leadership training and support. In Kenyan context, daily challenges include practical issues related to students, teachers, parents and school resources in addition to school's core function of teaching and learning (ibid; and Kitavi et al., 1997).

The importance of the leadership role of head teacher in improving student learning outcomes has been highlighted in the EEIR studies in Kenya and widely in Africa. In terms of head teacher's management practices of teaching and learning, for instance, an investigation of the impact of head teachers' leadership competencies on school management effectiveness at public primary schools in Narok County in Kenya by Koskie et al. (2020) finds that the competency of head teacher plays a crucial role in disciplining teachers and students, while head teachers in many public schools showed ineffective practices. Regarding head teacher's role in managing parents and BOM/PTA, according to Blum (1990), effective school governance body involves representatives from parents and community in school improvement efforts. In addition, effective schools have school management bodies that hold meetings frequently and make decisions on school activities (such as timetabling, use of textbook and other teaching materials, student assessment, extra-curricular activities, etc) based on their assessment of educational needs (Heneveld et al.,1996). With regard to management of school resources, Gwaro et al (2023)

highlights the importance of head teachers' resource mobilization skills in infrastructure projects in Kisii County in Kenya: head teachers' ability to organise fundraising projects and identify donors for their school positively influenced the implementation of infrastructure projects. It also finds that some head teachers lead the school in undertaking income generating activities on a regular basis to fill the deficiency in school budget.

2-3-4. School improvement process

The process of school improvement can be better understood with the systems approach. Bronfenbrenner (1979)'s ecological systems theory explains the impact of social interactions on child development with a complex system of influencing factors, relationships and the context at different levels/layers of the surrounding environment. While Bronfenbrenner used the systems framework for studying child's development, the systems model/thinking has been widely applied in research and practical field for understanding the relationships between the key elements of an education system and how these relationships operate to produce the system's functions (Spivack, 2021). For example, the World Bank's Systems Approach for Better Education Results (SABAR) initiative analyses different aspects and levels of education systems across the world to identify actionable priorities for providing learning for all through strengthening education systems (World Bank 2013, 2019). Meanwhile, the Systems Framework used in the Research on Improving Systems of Education (RISE) research programme considers that *"education systems are made up of elements that include people acting in specific roles, like teachers, students, and parents; organisations, like schools and ministries; and things like classrooms and teaching materials. These elements interact with each other via relationships* (Spivack, 2021: 3)*"*, and it explores *"the key actors and interactions in the education system, thinking through how these interactions produce systems outcomes, and identifying ways to intervene that can shift the system towards better outcomes* (ibid: 1)*"*.

Informed by the systems approach, this research explores the characteristics of schooling mechanism and the process of school improvement at different levels: At the microsystem-mesosystem level, how schools facilitate/constrain learning, i.e.,

understanding the process of school improvement with the interactions of the key aspects of schooling mechanism, namely, external support to school, school management and teaching and learning practices; and at the exosystem-macrosystem level, how systems facilitate/constrain the process of school improvement, i.e., understanding the process of school improvement with wider contexts such as school setting and rural village context.

Chapter 3. Research methodology

3-1. Research design: Qualitative case study research

The overall research design in this study was developed in line with the research aim and the research questions. The aim of this research is to explore the characteristics of schooling mechanism and the process of school improvement at public primary schools and low-fee private primary schools in rural Kenya from the perspectives of teachers and parents. The research questions are designed to discover the school improvement process in rural Kenyan context by investigating three aspects of schooling mechanism, i.e., external support to school, teaching and learning practices, and school management, and stakeholders' (teachers' and parents') views on how these aspects interact each other to facilitate or constrain school improvement process. In order to answer the research questions, the present research employs qualitative case study research design to investigate school improvement experiences at two public schools and two LFPSs in rural Kenya as cases for comparative analysis.

The research aim and the research questions in this research require an empirical study with qualitative approach underpinned by the constructivist epistemology. In contrast to objectivism, which *'asserts that social phenomena and their meanings have an existence that is independent of social actors',* constructivism *'asserts that social phenomena and their meanings are continually being accomplished by social actors. It implies that social phenomena and categories are not only produced through social interaction but that they are in a constant state of revision'* (Bryman, 2001:16–18). The latter epistemology is more appropriate for this research since the process of school improvement, more specifically, how key aspects of schooling mechanism have affected each other and how they have facilitated or constrained achieving higher academic performance, could be

differently described by different people based on their experiences and interpretations. Based on the constructivist approach, this research explores the complex and dynamic process of school improvement from the perspectives of the multiple stakeholders involved in the process.

In examining the school improvement process, a qualitative approach, rather than a quantitative approach, could answer the research questions more comprehensively because qualitative research has advantages in exploring a process in a specific context with a focus on details of mechanism and practices. According to Maxwell (2005), qualitative research is suited to studies that try to understand the process of how events and actions take place, rather than outcomes or products of them. Moreover, it is appropriate for studies discovering details of a phenomenon holistically within its context as it facilitates rich and in-depth understanding of events and actions by paying attention to settings and situations within which they take place. Another key advantage of qualitative research is that it helps researches to capture perceptions of research participants in detail by allowing them to elaborate on how they make sense of their experiences (Atieno, 2009).

Although this research adopts a qualitative approach, it also makes use of some numerical data. The use of numerical and quantitative data in qualitative research could be controversial (Maxwell, 2010), however, it is imperative to collect both qualitative and quantitative data in this research because the mixture of both types of data further enhances understanding of the characteristics of the case schools. Some aspects of schooling mechanism e.g., leadership role of head teacher, are better understood with qualitative data that enable an in-depth understanding of the context and setting.

Meanwhile, other aspects of schooling such as academic performance are better understood with quantitative data that inform some trends in information based on a larger number of samples compared to qualitative data. This research is predominantly concerned with the process of school improvement and perspectives of those who were involved in the process, not the results of school improvement by themselves, i.e., academic performance achieved. Therefore, though numerical data are collected for better understanding some aspects of schooling, the characteristics of schooling mechanism and the process of school improvement as well as the stakeholders' perspectives are primarily understood and explained by qualitative data collected in the fieldwork.

Within a range of qualitative research design, the research chose multiple case study design for the following three reasons. First of all, the key advantage of the case study design in discovering details of a social process within its context fitted well to the aim of this research. As Meyer (2001) quotes from Gummesson (1988), case study design offers a holistic view of a process in detail: '*The detailed observations entailed in the case study method enable us to study many different aspects, examine them in relation to each other, view the process within its total environment'* (Meyer 2001: 330). Similarly, Yin (2009) describes case study as 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context' (Yin, 2009: 18). This characteristic of case study enables this research to explore the process of school improvement within each school context as well as the wider rural village context.

Second, the flexibility in the use of theory in case study design matched the present research's need. In general, it is common for studies within the educational improvement

strand of EEIR to utilise theoretical elements developed in the educational effectiveness strand of EEIR. According to Meyer (2001), '*The key difference between the case study and other qualitative designs such as grounded theory and ethnography is that the case study is open to the use of theory or conceptual categories that guide the research and analysis of data. In contrast, grounded theory or ethnography presupposes that theoretical perspectives are grounded in and emerge from firsthand data'* (ibid: 331). Meanwhile, some researchers such as Stake (1995) and Merriam (1998) argue the importance of inductive development of theories from raw data in case study as done in grounded theory and ethnography. This difference indicates that there are multiple approaches in case study based on a variety of perspectives, and that case study design is open to the use of theories at different stages of the research process. In this research, the researcher first developed the conceptual framework based on the theoretical perspectives reviewed in the literature on EEIR. However, as explained in Section 3-6, during the data analysis process, the research used a mixed approach which allows not only deductive use of themes from the conceptual framework but also inductive development of themes from the raw data. It is this openness and flexibility to both inductive and deductive approach that makes case study design fit well to this research.

Third, multiple case study design which enhances understanding on a phenomenon through a comparison of cases matched this research's intention to conduct a comparison of different schools. In order to gain insights into school improvement process in rural Kenya, it was necessary to gather information at multiple sites for comparing successes in and challenges for school improvement in different school contexts. As explained by Yin (2002), multiple case study can represent 'confirmatory cases (i.e., presumed replications of the same phenomenon)' and 'contrasting cases (e.g., a success and a

failure)'. The cross-case analysis between and within public schools and low-fee private schools allows both confirmatory and contrasting cases for school improvement to emerge from data, and the comparison of these cases helps enhance understanding of the school improvement process in rural Kenya.

It has to be acknowledged that there are some common limitations in case study and widely in qualitative research. While qualitative case study provides a profound understanding of a social phenomenon within its real-life context, it is often criticised for its weakness in extracting generalisable and transferable knowledge and theories from data. For example, Atieno (2009) states the main disadvantages of qualitative approaches as follows: '*their findings cannot be extended to wider populations with the same degree of certainty that quantitative analyses can. This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance*' (ibid: 17). However, by emphasising analytical generalisation (logical inference) instead of statistical generalisation (statistical inference), Yin (2009) argues the possibility of a case study to generalise a particular set of results and findings from cases to some broader themes. He separates the basis of reasoning used for generalisation: quantitative studies rely on statistic-based reasoning which is concerned with presence or absence and quantitative significance, frequency, differences and correlations, whereas qualitative studies use logic (themes)-based reasoning which is concerned with structural or functional connectivity characteristics within individual units (ibid). Through individual case analysis and cross case analysis, this qualitative research aimed at developing themes related to the process of how school improvement takes place in rural Kenya. Although the school improvement experiences in the case schools by themselves cannot be repeated in other contexts, themes developed from their experiences could provide important

implications and lessons for some wider contexts, especially for schools in rural and socio-economically deprived areas.

It is worth noting that the research design evolved over time and necessary modifications were made during the course of research. For example, at the beginning of the pilot fieldwork, the researcher explored a possibility of developing student profiles to track individual student performance as well as school transfer practices through a questionnaire survey for parents and guardians. The proposed data collection method was reviewed in consultation with some teachers, and the researcher decided to exclude this method due to a language issue in the village: some parents are not able to understand written English and there are no written form in the vernacular spoken in the case village, Olunyole.

3-2. Pilot study and main fieldwork

A pilot study was conducted in a rural village in Luanda sub-county, Vihiga county, western Kenya from September to October in 2017, which was in the beginning of the third term in the official Kenyan primary school academic calendar. The purposes of the pilot study were 1) to explore the situation of how low-fee private primary schools operate in a rural village; 2) to obtain perspectives of parents and teachers on the quality of education at public primary schools and low-fee private primary schools in the village; and 3) to modify the conceptual framework, which had been originally developed by the literature review on EEIR in Africa and in developing countries, based on the local context and findings from pilot fieldwork.

During the pilot fieldwork, the researcher repeatedly visited 2 public schools and 3 LFPSs in the village to obtain general school information and teachers' and parents' perspectives on schools and education in the village. The information and stakeholders' views were collected with the following methods: observation of school activities and meetings; review of school documents such as student registration book, school activity record and test score record; and semi-structured interviews with teachers and parents. Observation and document review were aimed at collecting information on schooling mechanism and everyday schooling practices. Meanwhile, interviews were designed to capture how teachers and parents view and judge quality of education at school, which aspects of schooling mechanism they think are important for school improvement, how they see the differences between different types of school, especially between public primary schools and low-fee private primary schools. Hence, interview questions included, for example, 'What do you think are the characteristics of good school?' 'What do you think are the

challenges for improving this school?' 'What do you think are the key differences between public schools and LFPSs?', etc.

The information collected during the pilot fieldwork informed key dimensions of schooling to be focused in the analysis of school improvement process: external support; teaching and learning practices; school management; academic performance; and school/local contexts. In terms of external support to school, school's supporting body and contents of support were identified as key differences between public schools and LFPSs, while most of the teachers and parents interviewed stated the low availability of resources as a main challenge for school improvement. With regard to teaching and learning practices, many teachers and parents highlighted teacher attitude and student learning process as main differences between public schools and private schools and related them to characteristics of good school. In addition, school management system and headteacher's leadership practices were mentioned as key areas contributing to school improvement both by the teachers and parents interviewed. As for the expectations for schools, almost all parents and teachers stated that high academic performance is the key characteristics of good school, though there were some differences in their focus: some emphasised the importance of KCPE test scores, while others highlighted the importance of basic literacy and numeracy skills. Furthermore, the effects of school setting (such as school history and government registration status) as well as those of village context (e.g., socio-economic status of parents and their attitudes toward school/education) on different aspects of schooling mechanism and academic performance were repeatedly mentioned by teachers and parents during the interviews.

The main fieldwork was conducted twice in the same location. The first one was conducted from May to July in 2018, which was from the beginning to the middle of the second term in the official Kenyan primary school academic calendar. The aim of the first fieldwork was to select case schools based on the case selection criteria (refer to Section 3-4) and collect data at case schools. Meanwhile, the second fieldwork was conducted from January to February in 2019, which was in the beginning of the first term of the official academic year and about a month after the KCPE individual scores and school mean scores were publicly announced in the case village. The second fieldwork aimed at collecting additional data, especially those could not have been collected during the first fieldwork such as the recent KCPE results.

The first fieldwork started with case selection. The researcher first visited 10 primary schools in the case village, consisting of 4 LFPSs and 6 public schools, assessed their potential to participate in the research based on the case selection criteria (refer to Section 3-4), and chose 4 potential research participating schools. Then, the researcher explained about the research and obtained consent for participation from teachers and parents at each school. After that, the researcher spent about 3 weeks at each school for data collection. During the second fieldwork, the researcher spent roughly 1-2 weeks at each school and collected additional data. Details of data collection methods and process are explained in Section 3-5, while the findings from the main fieldwork are presented in Chapter 4, 5, 6, 7 and 8.

3-3. Research location

The researcher collected data in a rural village in Luanda sub-county, Vihiga county, western Kenya. The village is inhabited predominantly by Abanyole people, one of the sub-ethnic groups of Luhya ethnic group. As indicated in table 5, Vihiga county is characterised by its high population density. Although it does not have any big cities with large population, it still is the third most densely populated county next to Nairobi and Mombasa out of 47 counties in Kenya. Luanda sub-county is one of the 5 sub-counties in Vihiga county, and it has the smallest area in the county with higher population density than the county average. With a high birth rate, the county population is growing rapidly. Population of below 15 years old in the county shares about 45% of total population, while that of below 20 years old shares roughly 56% (KNBS, 2013). In this context, the provision of education and youth employment has been one of the key priority issues in the sub-county and widely in the county.

Table 5: Area, population and population density in Luanda, Vihiga and Kenya

	Area sq. km	Population (2009)	Population density per sq. km (2009)	Population (2017)	Population density per sq. km (2017)
Luanda sub-county	85	95,923	1,129	110,368	1,298
Vihiga county	537	554,623	1,033	637,844	1,188
Average of 47 counties in Kenya	12,368	821,491	66	-	-

Source: Commission on Revenue Allocation (2013); KNBS (2013); and VIHIGA COUNTY (2018)

The insufficiency of land has long been a matter of serious concern in the area since the land is the main means of production. According to VIHIGA COUNTY (2018), the main land usage include livestock, crop farming, tree planting, fish farming and settlements, while there are other land use activities such as soil mining for brick making, pot making, house construction, sand harvesting and stone mining. Arable land covers roughly three quarters of the county's area and the agriculture sector provides 70% of employment opportunities in the county (ibid). 98.7% of the arable land is used for farming and the rest is used for housing (ibid). The majority of farmers are small-scale farmers, and the average farm size of these farmers in the county is 0.4ha (ibid). The main food crops produced are maize, beans, cassava, sweet potatoes, vegetables, millet and sorghum, while there are plantations of tee, coffee, bananas and horticulture crops (ibid). Farmers usually intercrop two or more food twice a year during two rainy seasons: from April to June and September to November (ibid). In the case village, it is common for farmers to engage in some casual works in addition to farming as the farmland is often too small to produce reliable income. However, the irregular cash income makes it difficult for these small-scale farmers to pay school fees or other non-fee charges collected at school on a regular basis.

Socio-economic characteristic of the research area can be seen in the county's human development index (HDI), consisting of three dimensions: health (life expectancy at birth), education (mean years of schooling for adult and expected years of schooling for children) and the standard of living (gross county income per capita). The county HDI has dropped from 0.5516 in 2013 to 0.5003 in 2018, which is lower than the national HDI of 0.52 in 2018 (ibid). The life expectancy in Vihiga is 56.2 years, which is lower than the Kenya's average figure, 63.4 years, due partly to high infant mortality rate (64 out of

1000 in Vihiga compared to 39 out of 1000 in the national average) and the prevalence of HIV/AIDS in the county (estimated at 4.7% of population in 2015) (ibid). Although the percentage of population who live below the poverty line in the county has decreased by 2% in the period between 2013 and 2018, there are still 39% of them living below the poverty line (ibid). In contrast to the health dimension and the standard of living dimension, some of the figures in the education sector in the county show relatively higher standard compared to the national figures.

As table 6 shows, in general, Vihiga county has higher enrolment rate than the national average, especially at primary education and secondary education. The comparison between public schools and private schools in the table presents that there is a greater number of public schools than private schools and the majority of the students are enrolled in public schools, though the figure does not include the number of unregistered schools and students in these schools. With regard to the pupil teacher ratio, public primary and secondary schools in Vihiga as well as in Kenya have significantly higher pupil teacher ratio when compared to private primary and secondary schools. Meanwhile, public Early Childhood Development (ECD) schools in Vihiga have lower pupil teacher ratio than private ECD schools in Vihiga, which is opposite to the national trend of the pupil teacher ratio in ECD education. However, it has to be noted that neither the years of schooling considered in the HDI nor the enrolment rate in the table by itself assures access to quality education.

Table 6: Selected education figures for Vihiga County and Kenya in 2014

		ECD* education		Primary education		Secondary education	
		Vihiga	Kenya	Vihiga	Kenya	Vihiga	Kenya
Number of schools	Public	427	24,768	380	21,718	146	7,686
	Private	132	15,433	67	7,742	2	1,048
	Total	559	40,201	447	29,460	148	8,734
Number of students	Public	32,925	2,068,659	165,105	8,359,488	51,552	2,175,036
	Private	8,242	951,206	9,853	1,591,258	277	156,661
	Total	41,167	3,019,865	174,958	9,950,746	51,829	2,331,697
Number of teachers	Public	1,833	66,577	4,768	242,071	2,531	107,718
	Private	392	48,254	561	75,406	23	10,890
	Total	2,225	114,831	5,329	317,477	2,554	118,608
Pupil Teacher Ratio	Public	18.0	31.1	34.6	34.5	20.4	20.2
	Private	21.0	19.7	17.6	21.1	12.0	14.4
	Total	18.5	26.3	32.8	31.3	20.3	19.7
Gross Enrolment Rate	Boys	76.2%	75.7%	117.8%	105.6%	97.2%	61.5%
	Girls	71.5%	71.6%	118.1%	101.4%	94.9%	56.0%
	Total	73.8%	73.6%	118.0%	103.5%	96.0%	58.7%
Net Enrolment Rate	Boys	73.4%	73.4%	93.1%	90.0%	80.2%	49.6%
	Girls	69.3%	70.4%	94.3%	86.4%	79.5%	45.2%
	Total	71.3%	71.8%	93.7%	88.2%	79.9%	47.4%

Source: MoEST (2015) * ECD: Early Childhood Development

The research site and widely the county in general is an area with a high level of enthusiasm for education. While there are some jobs other than farming in the area with relatively more reliable payment such as government officers, teachers, doctors and nurses, etc, these jobs are highly competitive and require high academic background, which triggers high demand for education for socio-economic prosperity. Furthermore, the area has a long history of community schooling. There were informal schools called 'litala' established by local community before the first establishment of missionary schools in 1905 (Office of MP, 2010). The region has been the centre of the Harambee self-help movement since the colonial period (Amutabi, 2003), which forms a base for community self-help activities for school establishment. The county has a total of 4,196 self-help groups which are engaged in various community development activities

including those in the education sector (Vihiga County, 2013). As a result, there are several non-state privates schools including LFPSs across the county, which are established and run by community organisations, private philanthropic organisations, churches, etc, though not all of them are registered with the government. In this context, there is an intensive competition among schools within the county for achieving higher marks and higher pass rate (the percentage of students who score 250 and above out of 500) at the KCPE national exam.

3-4. Case selection

Before selecting cases, ‘case’ as well as the unit of analysis was defined based on the research aim and research questions. Since the present research aims to explore the schooling mechanism and the school improvement process within each school context, each participating school is conceptualised as a ’case’ in this research and each case school is defined as the key unit of analysis. The research examines academic performance at each case school and three aspects of the schooling mechanism within each case as sub-units that constitute an overall unit. This is an embedded design of case studies (Yin, 2002), which has more than one unit of analysis in each case and enables a researcher to develop contrasts between the cases with paying attention to sub-units within cases (ibid; Meyer 2001). The present research uses this embedded case study design to analyse standalone case school and compare different case schools by looking at their sub-units, consisting of external support to school, teaching and learning practices and school management, and their interactions leading to differences in school improvement experience.

The researcher purposively selected multiple cases through theoretical sampling, ‘*in which the goal is to choose cases that are likely to replicate or extend the emergent theory or to fill theoretical categories and provide examples for polar types’* (Eisenhardt 1989 in Meyer 2001: 333). As the research tries to investigate experiences of successes in and challenges for school improvement at public schools and LFPSs, the cases were expected to show differences between effective schools with relatively higher academic performance and less-effective schools with relatively lower academic performance as well as differences between public schools and LFPSs. In this way, case schools serve

both as *'contrasting cases (e.g., a success and a failure)'* and *'confirmatory cases (i.e., presumed replications of the same phenomenon)'* (Yin, 2002).

The case selection criteria used in the research include the followings:

<Common characteristics across different cases>

1) The case school is accessible for the researcher.
2) The case school has an established basis and is not a temporal school.
3) The case school provides formal curriculum education in formal teaching language.
4) The case school is information-rich and some key documents and records are available.
5) For private schools, fees and other in-kind contributions collected from parents at the case schools are lower than public schools.

<Different characteristics among different cases>

6) Two of the case schools are public primary schools while the other two case schools are low-fee private primary schools to contrast differences between and within them.
7) The case schools have different characteristics/trends in academic performance in the KCPE scores in the last 5 years to contrast differences between performing schools and less-performing schools, and to find similarities within each category.
8) For private schools, different government registration status to contrast differences between registered school and unregistered school.

The process of case selection was as follows. From the 10 primary schools visited in the case village, comprised of 4 LFPSs and 6 public schools, the researcher first selected a public school case with relatively high academic performance trend. The school was purposefully selected based on the criteria 1)-4) and 6)-7). Then, the researcher selected another public school case with relatively low academic performance trend based on the criteria 1)-4) and 6)-7). Next, a LFPS with relatively high academic performance trend was selected in the village on the basis of criteria 1)-7). Since there was no private school that had performed continuously higher than the sub-county mean score, a private school that had scored higher than the sub-county mean score for a few times between 2014 and 2017 was recruited. Finally, the researcher selected another LFPS with relatively low academic performance based on the criteria 1)-8). However, there was no LFPSs that completely fulfils the criteria 7) and 8), hence a LFPS that partially fulfils the criteria 7) was recruited, i.e. there was no unregistered LFPS that had taken KCPE test consecutively from 2014 to 2017, so a LFPS that had taken KCPE mock tests (and had relatively low academic performance) and was going to take KCPE for the first time in 2018 was selected.

Key characteristics of the four case schools are summarised in table 2 in Section 1-5 in Chapter 1. In terms of school type and government registration status, both public school A and B are registered formal primary education institutions which are established, owned or operated by the government, though public primary school A also receives support from private donors in addition to governmental support. Private primary school A and B are both established, owned or operated by private donors. While private primary school A is registered with the government and thus recognised as formal primary

education institution, private primary school B is not registered with the government and thus is categorised into unregistered non-formal primary education institution.

Among these four schools, public school A collects the highest fees and in-kind support from the parents, followed by public school B, even after the fee 'abolition' by the FPE policy. Meanwhile, fees and non-fee charges at private school A are lower than public school A and B but higher than private school B. Private school B collects lowest fees and in-kind support from the parents among the four case schools.

With regard to academic performance, when measured by the KCPE school mean score between 2014 and 2018 (refer to table 3 and figure 3 in Section 1-5 in Chapter 1), both public primary school A and private primary school A performed higher than the sub-county mean score (5 years average score 279.82 and 260.47 respectively, while the sub-county mean score is 258.51). Having said that, these two schools have different performance trend: public primary school A is in rising performance trend whereas private primary school A is in declining performance trend with an exception in 2017. Meanwhile, both public primary school B and private primary school B performed lower than the sub-county mean score (215.97 and 223.89 respectively), and public primary school B is in stagnant performance trend.

When it comes to the school mean scores for KCPE mock tests and KCPE in 2018 (refer to Table 4 and Figure 4 in Section 1-5 in Chapter 1), public primary school A performed significantly higher than the sub-county mean score throughout the year. On the contrary, all of the other 3 case schools scored considerably lower than the sub-county mean score from term 1 to term 3 in 2018.

In addition to these characteristics, it has to be noted that it is common practice for students in the case village to transfer from one of the case schools to another. The 4 case schools are located closely each other and their school catchment areas are overlapping, hence there are school options for some but not all families in the area. School transfer practices take place due to several reasons, for example, financial and non-financial charges to parents (since a majority of parents are small-scale farmers in the case village and their the earnings in general are not stable and often fluctuate, some parents become unable to keep making payments and providing support), academic performance of students (students transfer to another school because they cannot proceed to next grade due to low academic performance), academic performance of schools (students transfer to a high-performing school), discipline issues of students (students are asked to transfer to another school when they have problematic behaviours and practices and do not follow the rules applied in school), etc. Furthermore, as students at an unregistered school (private primary school B) cannot take KCPE at their school nor participate in KCPE mock tests organised by the sub-county education office, they often temporally register with a neighbouring formal school (public primary school B) to sit for exams.

3-5. Data collection methods and process

The data gathering process including the selection of data collection methods and the development of data collection protocol is based on the constructivist epistemological position of the research. However, although most of the data needed for research were qualitative in nature, the researcher also collected some numerical data since some aspects of schooling such as academic performance could be better understood with numerical data like test scores. Table 7 shows an overview of data collection. The aspects of schooling mechanism correspond to the conceptual framework used in this research (refer to Section 1-4 in Chapter 1). For each aspect of schooling mechanism, the researcher collected data on its characteristics and key stakeholders' perspectives on it. Details of the data collection methods and data sources for each method are described in the section below. In addition, an information checklist (data collection protocol) and a list of interview questions used during the fieldwork are attached in the Appendix (Appendix 1 and 2 respectively).

Table 7: Overview of data collection

Aspect of schooling mechanism	Contents of data	Data collection methods	Data sources
Aspect 1-1: Supporting body and contents of support Aspect 1-1-i: Financial and non-financial support from parents Aspect 1-1-ii: Financial and non-financial support from the government Aspect 1-1-iii: Financial and non-financial support from private donors	**Characteristics** • Examples of support • Amount and frequency of support **Perceptions** • Head teacher's, teachers' and parents' views on each supporting body and contents of support	• Observation • Semi-structured interview • Document review	• School activities and meetings at each school • Head teacher at each school • 2-3 teachers at each school • 3-5 parents and guardians at each school • Documents and reports at each school
Aspect 1-2: Availability of teaching and learning materials Aspect 1-2-i: Availability of teaching and learning materials	**Characteristics** • Examples of available resources • Amount of resources such as number of teaching and learning materials, teachers and students **Perceptions** • Head teacher's, teachers' and parents' views on the external support to material/human resources	• Observation • Semi-structured interview • Document review	• School activities and meetings at each school • Head teacher at each school • 2-3 teachers at each school • 3-5 parents and guardians at each school • Documents and reports at each school

Aspect of schooling mechanism	Contents of data	Data collection methods	Data sources
Aspect 2-1: Teaching practices Aspect 2-1-i: Teacher qualification and compensation Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation	**Characteristics** • Teacher attendance rate • Number of teachers who have left school in the last 4 years (2014-2017) • Examples of how teachers are committed to their work • Time teachers stay in school • Number of classes per teacher per week **Perceptions** • Head teacher's, teachers' and parents' views on teacher commitment	• Observation • Semi-structured interview • Document review	• School activities and meetings at each school • Head teacher at each school • 2-3 teachers at each school • 3-5 parents and guardians at each school • Documents and reports at each school
Aspect 2-2: Learning practices Aspect 2-2-i: Student attendance, engagement in learning, and continuation Aspect 2-2-ii: Progress monitoring and feedback through homework and exams	**Characteristics** • Student attendance rate • Promotion/dropout record • Examples of how students learn at school • Time students stay in school • Frequency of homework and exam **Perceptions** • Head teacher's, teachers' and parents' views on student learning process	• Observation • Semi-structured interview • Document review	• School activities and meetings at each school • Head teacher at each school • 2-3 teachers at each school • 3-5 parents and guardians at each school • Documents and reports at each school
Aspect 3-1: Leadership role in school management Aspect 3-1-i: Leadership role of head teacher in school management	**Characteristics** • Examples of how school are managed and how head teacher leads the school **Perceptions** • Head teacher's, teachers' and parents' views on school	• Observation • Semi-structured interview • Document review	• School activities and meetings at each school • Head teacher at each school • 2-3 teachers at each school • 3-5 parents and guardians at each school

Aspect of schooling mechanism	Contents of data	Data collection methods	Data sources
	management and leadership		• Documents and reports at each school
Academic performance KCPE score at grade 8 from 2014 to 2018 and KCPE mock test score in term 1 & term 2 in 2018	**Characteristics** • KCPE school mean score between 2014 and 2018 **Perceptions** • Head teacher's, teachers' and parents' views on academic performance	• Semi-structured interview • Document review	• Head teacher at each school • 2-3 teachers at each school • 3-5 parents and guardians at each school • Documents and reports at each school

1) Observation

The researcher observed school activities such as school assembly, exams, classes, teachers' general work, etc, and meetings at each school including parents' meetings, teachers' meetings, board of management meetings, etc. The purpose of the research and the objectives in the observation were fully explained to all participants before the observation started and participants were aware of that an observation was being made. During the observation, the researcher did not take part in the activities or meeting and remained as an outsider. During and after the observation, detailed field notes were produced as data for thematic and qualitative content analysis. It was necessary to use the observation method in this research because the observation data provide key information for understanding school activities and meeting as well as the context within which they take place. Also, the information obtained from the observation was useful for checking against documented information and stakeholders' subjective reporting at interviews. However, the observation data are susceptible to the observer's bias (selective perceptions and expectations) and the behaviours of participants observed may be

atypical due to the presence of the observer. Hence, other methods are also used to complement and verify the information gained from the observation.

2) Semi-structured interview

The researcher conducted semi-structured interviews with head teacher, 2-3 teachers, and 3-5 parents and guardians at each school, which makes roughly 6-9 interview participants in total from each school. While most of the interviews were done individually, some of them were done by group interviews when the conditions were appropriate and ethically sound.

All the interviews were conducted in English. While all teachers were able to make themselves understood in English, some parents, especially those with relatively short schooling experiences have limited knowledge of English. Hence, for some of the interviews with parents, the researcher recruited a local volunteer interpreter, a parent or a son/daughter of a parent in the same school who can speak English. It has to be acknowledged that the interpreter recruited at school is not a trained interpreter with qualifications, and he or she can do something more than (or less that) purely translating what is being said during the interview. Moreover, as articulated in Munroe et al., (1986), a translation of 'equivalent meaning' could be very different from precise translation, hence the interviews through an interpreter need to be carefully reviewed with treating the interpreter also as an informant. Furthermore, the presence of the interpreter cannot be ignored by the research participants, and it can affect the way interviewees provide information and express personal opinions. To alleviate these limitations, multiple data collection methods and multiple data sources were used for comparing and validating information provided.

In selecting research participants, participating teachers were selected based on the length of period worked in the school (those who have worked relatively longer to obtain views on changes in school over the years) and a balance in gender as much as possible. Meanwhile, participating parents and guardians were selected from those who were attending a meeting at school, based on recommendations by head teacher or teachers, language spoken (those who can speak English were preferred but not required), number of children in upper grades (have or had at least one child in grade 6., 7 or 8), and a balance in gender. It has to be admitted that, due to the sampling procedures, parents interviewed in general commonly have the following characteristics: they are interested in school activities as they were joining a meeting at school; they are generally in good relation with teachers as they were recommended by head teacher or teachers; and those who speak English are usually secondary school graduates while those who cannot speak English have not completed secondary education.

While the topics of the interviews were designed beforehand and some open-ended questions were developed in advance, the researcher also explored particular themes or responses further as interview proceeded. The structured part of the interview contents covered participants' perspectives on external support, teaching and learning practices and school management as well as their views on successes in and challenges for achieving higher academic performance, which corresponds to the focus of the conceptual framework used in this research. All interviews were recorded and transcribed for thematic and qualitative content analysis. This method best fits to the research because it encourages participants' free and open responses to capture their perceptions of the

research topics and lends itself to a tool for checking the accuracy of data collected in other methods.

3) Document review

The researcher reviewed documents and reports on school activities and meetings to gain further understanding on schooling mechanism and practices. Reviewed documents include activity reports, meeting minutes, student registration book, student attendance record, teacher attendance record, exam results record, etc. Qualitative data were later used for thematic and qualitative content analysis, while quantitative data such as exam records were later used for describing trends with charts and graphs. The researcher chose this method because data from these records provide insights into how schools operate everyday and are useful for tracking historical changes. Nonetheless, since the usefulness of the resources depends on the accuracy of information, other methods were also used to supplement and verify the data from document analysis.

3-6. Data analysis methods and process, and data validation

Data analysis methods and process

The overall data analysis process including the selection of data analysis methods is based on the constructivist epistemological stance of this research. Data analysis in this research was '*the process of making sense out of the data... [which] involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning'* (Merriam, 1998:178). There were two main aims for data analysis. First, it aimed at producing descriptions of cases with data on different aspects of schooling mechanism and key stakeholders' perspectives on them. Secondly, it aimed at developing themes and their relationships from data in order to compare them with existing theories and knowledge base in EEIR.

Data collected from the qualitative methods including observation of school activities and meetings, semi-structured interviews with parents and teachers, and reviews of relevant school documents were analysed with thematic and qualitative content analysis method. This analysis method fitted well to the overall aim of this research to explore the process of school improvement, as it facilitates an investigation of a social phenomenon from various perspectives by 'identifying, analysing, and reporting patterns (themes) within the data' (Braun et al., 2006: 79). To be precise, thematic analysis method and content analysis method are similar but different methods used for analysing text. The former allows qualitative analysis of data, whereas the latter allows both qualitative and quantitative analysis of data. While the content analysis could be done quantitatively by quantifying the data, for example, by counting the number of occurrence of each category with an assumption that there is a relationship between frequency and meaning (Kohlbacher, 2006), this research used qualitative approach to the content analysis which

places *'an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analyzed (and the categories derived from it) appeared'* (Bryman, 2004: 542). This characteristic, which is commonly found in thematic analysis method, helped the researcher produce a qualitative, detailed, and nuanced account of data (ibid). Although thematic and qualitative content analysis method has limitations in the reflection of implicit meanings when used in the content of communication such as interview transcript (Ayres, 2003), the research tried to complement this weakness by employing other data collection methods which present, for example, actors' behaviours, relationships among them and results of activities, so that findings from multiple methods can be put together for constructing meanings of/in interview data in a context sensitive manner.

The process of data analysis follow the stages proposed by Merriam (1998) and Creswell (2014): organising and preparing data for analysis by transcribing; conceptualising, classifying, categorising, and identifying themes through a process of coding; connecting and interrelating data; representing data by interpretation, creating explanatory accounts, providing meaning. The analysis was done by using a qualitative data analysis software, NVivo, combined with Microsoft Word and Excel. Details of each data analysis step are as follows. First, text data from interview transcripts, observation field notes, and reviewed documents were tagged and grouped into different aspects of schooling mechanism corresponding to the conceptual framework. Then, texts were coded and themes were developed and interconnected. Codes are '*labels used to describe a segment of text'* (Creswell, 2014: 244), while themes are '*similar codes aggregated together to form a major idea in the database*' (ibid: 245). Coding was '*the process of segmenting and labelling text to form descriptions and broad themes in the data*' (ibid: 243). In

coding texts, the research used hybrid approach of deductive and inductive coding: while some codes were deductively developed from literature review and extant theories, other codes were inductively developed from raw data. Themes (categories or patterns) were identified through repeated process of data familiarisation, data coding, theme construction and theme rectification (Braun et al., 2006). In general, it was an inductive process, as suggested in Creswell (2014), to narrow down data into codes and codes into themes: labelling data with codes that are developed both deductively and inductively, examining codes to reduce overlaps and redundancy, and consolidating codes into broad themes. After developing themes, relationships among different themes were examined and they were interconnected to present a sequence of school improvement process in a conceptual model. This process was repeatedly revisited throughout the analysis process, especially after each individual case analysis and cross-case analysis, to further refine themes and their relationships. The themes and codes developed in the analysis are summarised in 3. In general, codes describe research participants' perspectives on details of (sub-items in) each aspect of schooling mechanism, while themes describe characteristics of each aspect of schooling mechanism.

Next step was to develop detail descriptions of each case based on the codes and themes. Explanatory accounts were produced for each different aspect of schooling mechanism in the conceptual framework. The researcher paid attention to distinguishing descriptions of the characteristics of schooling mechanism from descriptions of key stakeholders' perspectives on them. The former consists of 'fact' observed by the researcher, 'fact' documented in the school documents and 'fact' mentioned by the stakeholders in the interviews, which sometimes showed conflicting pictures. Meanwhile, the latter is comprised of parents' and teachers' views based on their own experiences, which also

sometimes showed divergent perceptions. In describing each aspect of schooling mechanism, the research provided accounts of both similarities and differences found in the contents of data.

After individual case analysis and case description, the research conducted cross-case analysis of all 4 case schools. The comparison was done for each aspect of schooling mechanism including each sub-unit within each case. The comparative explanatory accounts were produced based on two sets of contrasts: the comparison between public schools and low-fee private schools, and the comparison between successes in and challenges for school improvement experienced in the 4 case schools. By using within-case analysis and cross-case analysis synergistically and interactively, the research aimed to develop themes and relationships which have the characteristic of '*idiographic generalization that provide(s) both a set of key elements and a recontextualization of those elements into a case or a group of cases*' (Ayres et al., 2003: 881). Finally, these themes and relationships that had emerged from data analysis were compared with existent theories in the field of EEIR.

Apart from those qualitative data described above, the research also collected quantitative numerical data during the fieldwork, which includes KCPE scores and KCPE mock test scores. They were first sorted out by categories, and then entered into the computer to present them in tables and graphs. Each school's mean score and the sub-county mean scores were calculated and presented using Microsoft Excel.

Data Validation

The procedures for assuring validity and increasing reliability of data in this research were determined by the research's epistemological commitment to constructivism. There are different views on data validation based on different epistemic orientations. For example, from the positivistic point of view, validity of data in a case study could be about '*capturing or discovering an accurate or approximated knowledge about the case under scrutiny*' (Yazan 2015: 146), while from the constructivist point of view, data validity relates to the fact that *'there are multiple perspectives or views of the case that need to be represented, … (and) there is no way to establish, beyond contention, the best view'* (Stake 1995: 108). As this research stands on the latter strand, the efforts for validating data were directed to highlighting multiple dimensions of the reality in detail with clarity on the data collection and analysis process.

There are three procedures that this research followed for data validation. First, when gathering data in the fieldwork, multiple data collection methods and multiple data sources were used for data triangulation. The triangulation helped assuring the validity by allowing the researcher to capture multiple dimensions of the school improvement process from multiple perspectives. Also, it enabled the research to highlight the complexity of the process by revealing on which aspects the research participants share common ideas and perspectives and on which aspects they have different ideas and divergent perspectives.

Secondly, the research provided descriptions of each case in detail to present the information base from which the researcher drew conclusions. Detailed depiction in the research included conflicting information from different sources and different views of

different stakeholders on a same topic, all of which were used as evidence base for supporting the researcher's interpretation of school improvement process. By presenting thick description, the research aimed at increasing the credence of the researcher's interpretation and allowing the reader to independently judge the reliability of the interpretation and whether the conclusions make sense to them.

Thirdly, the research presented full details of the research process it went through including the step-by-step procedures of the data collection and analysis. In addition, reflections on the researcher's position in the research were also discussed and recognised since it had affected the process of drawing a conclusion in the research. These disclosures were intended to increase verifiability of the research by giving sufficient clarity on the research process.

Finally, it has to be noted that the researcher considered other data validation methods such as member checking and long-term observation, however, they were not possible due to language issues and limitations in time and resources.

3-7. Research ethics

Ethical concerns in this research have been reviewed by the departmental research ethics committee in Department of Education, University of Oxford. The researcher adhered to the ethical guidelines for educational research (BERA, 2011) throughout the research process in fulfilling his responsibilities to participants (e.g. gaining voluntary informed consent, keeping confidentiality and privacy, and avoiding harm), to research community (e.g. maintaining integrity) and to general public (e.g. benefiting public understanding).

In recruiting research participants, the researcher ensured that voluntary informed consent was obtained from the potential respondents before participating in the research. Before gaining consent for participation, the researcher explained details of the research including the purpose, contents, methods and potential risks and benefits for participation, gave potential participants enough time to think about whether or not to participate, and discussed any unclear points. In addition, the researcher also informed that they do not have to participate in all parts of the research and they can stop participating the research at any point if they feel uncomfortable.

In collecting relevant data from human participants during the fieldwork, the following ethical issues were considered. First, when observing activities and meetings at school, some of the participants might feel uncomfortable and stressed for being watched, taken notes, asked questions about their activities. In order to avoid harming participants, the researcher explained about the project and what was going to be observed at each time before starting observation, and ensured that observation would be terminated at any point if any signs of distress or/and upset were seen or mentioned by participants.

Second, when conducting interviews, it was important to bear in mind that some of the interviewees include socially marginalised people in the village (e.g. poor, HIV/AIDS affected, less educated, women, etc). Although the interviews aimed to discuss activities related to school, questions may lead to disclosure of delicate information and trigger reactions of distress or/and upset. In order to avoid harming participants, the researcher treated them with respect, avoided words negatively describing their social status, informed them about the contents of the interviews before obtaining consent, and ensured that interview would be terminated immediately if any signs of distress or/and upset were observed. In addition, the researcher recruited a local volunteer interpreter for interviewing those who cannot express themselves in English such as some of the parents and guardians, which involved an ethical issue that the interpreter might hear some personal information and opinions during the interview process. In order to keep confidentiality and privacy as well as to avoid harming participants, the researcher obtained confidentiality agreement from the interpreter after discussing research ethics with him/her. Also, in obtaining consent from interview participants, the researcher explained the need for an interpreter in the interview and ensured that information provided would be protected by the confidentiality agreement.

Obtained data were anonymously recorded and securely stored and managed. All participants were anonymously recorded in the research and each participant was given a code number, and this code was used to label all data from the fieldwork. Information that could lead to identification of schools or individuals was altered during the transcribing process of interview and transferring process of field notes, e.g. school name mentioned was altered to ‘this school’ or ‘public school A’, teacher’s name mentioned was altered to ‘teacher A’. Data were first captured by field notes (observation), audio

recording (interview) and photographs (document review). Field notes were immediately transferred into digital files before shredded, and digital data were stored in a secure password locked computer. Audio data and photographs were first stored in password locked phone but were deleted immediately after they have been transferred and stored in a secure password locked computer. Data digitisation and transfer were done off-line. Collected data are accessible only by the researcher and are used for research purposes only. All research data and records will be retained at least three years after public release of this research.

3-8. Researcher's positioning

It needs to be acknowledged that the researcher's positioning has influenced the findings of the research. The socio-economic characteristics of the researcher such as gender, income, amount of education, ethnic origin and religious background have unavoidably influenced the relationships between the researcher and research participants. Due especially to the fact that there are some foreign private donors who support public and private schools in the case village, there are general practices of petitioning for help towards foreigners, which may have affected responses to interview questions and behaviours under observation (the researcher could be seen as a rich international donor who is looking for a school to financially support, and is committed and interested in exploring parents and teachers views). Besides, the fact that the researcher stayed in the house of one of the well-known families in the village during fieldwork may also have affected the relationships between the researcher and research participants since the family name is famous in the village as a large landowner and an influential figure.

In addition, the researcher's previous experience in the village also needs to be taken into account as it influenced the ways the researcher saw the villagers and the ways research participants saw the researcher. The researcher worked at a public secondary school in the case village as a volunteer teacher from October 2009 to March 2010. Then, the researcher revisited the village from May to June 2011 for conducting fieldwork for a different research project in the village. In both of these opportunities, the researcher stayed at a local family's home and had interactions with many villagers. On top of these experience, the researcher visited the case village from September to October in 2017 for pilot fieldwork, and from May to July in 2018 and from January to February in 2019 for main fieldwork. These experiences helped build rapport with villagers and trust over time,

however, at the same time, they have unavoidably influenced the researcher's perspectives on the village and interpretations of the villagers' perspectives at every stage of the research.

Chapter 4. Case analysis 1: Public primary school A

This chapter presents the first standalone case in the research, public primary school A. It is structured in the same way as the other case study chapters and presents the following key dimensions of schooling based on the conceptual framework:

1) School setting: history of the school, school location, number of teachers and students, school facilities, and other key characteristics of the school;
2) External support to school and parents' and teachers' views;
3) Teaching and learning practices and parents' and teachers' views;
4) School management and parents' and teachers' views;
5) Academic performance at KCPE between 2014 and 2018 as well as KCPE mock tests in 2018, and parents' and teachers' views; and
6) The process of school improvement from the perspectives of parents and teachers: how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance.

4-1. School setting

The school was built and started teaching around 1980 as so-called “harambee” community school, a school established by community self-help activities. At that time, some parents felt the need for having a school in the area because they had to take their children to schools in neighbouring communities. It was shameful for them that they were laughed at by people in surrounding communities for not having a school within their own community. The school was first built in a private plot with support from community, but later taken over by the government when it was officially registered in 1982. Some of the parents interviewed in the research seemed to have a strong sense of belonging to the community and they stated that one of the reasons they chose public school A for their children’s learning was because they are proud of the community and they want the community to grow through educating children at the school. In the beginning of 2015, a new head teacher (current one) joined the school after the previous head teacher retired. Since then, some changes have been introduced such as lunch feeding programme, construction of new school facilities, literacy and numeracy skill improvement programme run by NGO, etc.

Public school A is located by the main tarmac road connecting Mbale, the capital town of Vihiga county, and Luanda market, the biggest market in the county. This convenient location has made inspections by the government and interventions by NGOs easier to reach compared to the other 3 case schools which are located far from the main tarmac road. From public school A, public school B is about 2.5 km away, private school A is about 3 km away and private school B is about 2 km away.

Table 8 shows the number of students and teachers at public school A at the beginning of term 2 in 2018. The school has a total of 453 students, 229 boys and 224 girls, and 12 teachers including the head teacher. Among the 12 teachers, 9 of them are Teachers Service Commission (TSC, the government's official administrative organisation for teachers) teachers who are employed by the government, while 3 of them are Parent-Teacher Association (PTA) teachers who are employed by the Board of Management (BOM) at school. In addition to them, there are 4 teachers from an NGO. Besides, the school also has pre-primary section, which has 110 students and 3 teachers in 3 classes. At public school A, both the student population and the number of teachers are increasing. At the time of the second fieldwork in term 1, 2019, about 6 months after the first fieldwork, the school had a greater number of students since it received about 30 additional students after the announcement of the recent KCPE results which the school was positioned 6th out of 61 primary schools in the sub-county and the 1st out of 51 public schools. It also received additional TSC teachers from the government and employed additional PTA teachers to cope with the growing student population.

Table 8: Number of students and teachers at public primary school A, Term 2, 2018

	Grade	Male	Female	Total
Number of students	1	23	28	51
	2	32	20	52
	3	36	31	67
	4	32	35	67
	5	32	29	61
	6	31	29	60
	7	26	34	60
	8	17	18	35
	Total	229	224	453
Number of teachers		6	6	12

The school has 2 classrooms for pre-primary section and 8 classrooms for primary section. In addition, it has staff room, staff's storage room, head teachers' office, and 2 extra classrooms which are used for multiple purposes such as storage room, classroom and meeting room. It also has kitchen, a water storage tank, 2 toilet blocks for students and 1 toilet block for teachers. The school originally started with 4 classrooms but it has expanded and renovated its facilities over the years. Especially in the last few years (from 2015 when the head teacher joined the school to the time of fieldwork in 2017/2018), the present head teacher introduced some construction programmes and the school facilities have significantly improved. For instance, 3 new classrooms were constructed by the government in 2015, a water storage tank was donated by a private donor in 2017, 5 classrooms were re-roofed by the same donor in 2017, a new toilet block was built by different private donor in 2018, and 2 new classrooms were built with support from another private donor in 2019.

4-2. External support to school and parents' and teachers' views

Aspect 1-1: Supporting body and contents of support

Aspect 1-1-i: Financial and non-financial support from parents

After the introduction of free primary education policy in 2003, school fees in public primary schools were abolished. Although parents do not pay school fees at public primary school A, there are some other financial and non-financial contributions they are required to make.

Financial contributions include, for example, exam fees. Parents have to pay 50 Kenyan Shillings per test for all grades, which takes place at least twice per term. For grade 8 students, exam fees could go up to 300 Kenyan Shillings per term as they have frequent exams. Parents also have to pay salary for 2 PTA teachers (there are 3 PTA teachers and 1 of them are paid by a private donor) who are employed by the BOM, which costs 1,300 Kenyan Shillings for lower primary grades and 1,570 Kenyan Shillings for upper primary grades per student per year. Students attending Saturday remedial classes have to pay 10 Kenyan Shillings per week to prepare meals for teachers. In addition, parents are occasionally asked to supplement the government's financial support for maintenance of school facilities such as desks, chairs and tables in classrooms. Furthermore, when a new student joins the school, parents have to pay the interview fee, 500 Kenyan Shilling, and the admission fee, 1,700 Kenyan Shilling.

Parents are also required to provide non-financial support. For instance, parents must provide school uniform and learning materials such as exercise books, pencils, and mathematics instruments. Moreover, the BOM decided to have lunch feeding programme at school, which is optional for below grade 5 students and compulsory for grade 6, 7 and

8 students. For this programme, parents are requested to bring 4 tins of maize, 2 tins of beans, and 200 Kenyan Shillings per term, which is equivalent to roughly 880 Kenyan Shillings per term.

When these fees and in-kind support are not provided, students are sometimes sent back home to bring them. According to one of the parents interviewed, there are differences among the parents in their ability to make these financial and non-financial contributions. Some of the parents who have regular cash income may find them affordable, while other parents without regular job struggle to pay the non-fee charges imposed and bring the in-kind contribution required. According to the head teacher, it sometimes happens that there is a shortage of food in school storage and the lunch becomes smaller portion when some parents fail to provide maize and beans and pay fees for the feeding programme,

The parents interviewed in the research are aware of the insufficiency of their support and explained their willingness to support their children and the school even in the socio-economic difficulties they face. For example, one of the parents stated that *'we don't have enough support. Parents are really willing to support. But actually the way they get funds is very minimal. But they are very much willing to support'* (interview 4: 210-212). Another parent also mentioned that '*Most parents are casual (workers). They only work and get 200 Shilling (per day). If you have 3 children and buy exercise books for them, it's not enough. We squeeze ourselves to make our pupils learn better, to bring better results. But it's very hard for us parents to make it'* (interview 4: 67-70). Although one of the parents interviewed perceives the fees and in-kind support charged to parents are appropriate, other parents stated that they are high and putting too much burden on them.

Meanwhile, the interviews with teachers find that they had negative views and a low-level of expectations on parental support, while at the same time they showed their understanding of the parents' socio-economic challenges. Teachers sometimes find it difficult to ask for some small contributions such as exam fees from parents, and they use their pocket money to supplement the deficiencies. The head teacher stated that obtaining support from the parents was a major challenge due to poverty in the community and the fact that most of the parents are poor. Teacher B mentioned that some parents seem to misunderstand the free primary education policy and expect the government to provide everything for free, and in such a situation, it is difficult to expect sufficient parental support (interview 3: 105-128).

Aspect 1-1-ii: Financial and non-financial support from the government

As a registered public primary school, public school A receives a variety of financial and non-financial support from the government. Learning materials such as textbooks, exercise books, stationaries, mathematics instruments are provided by the government. Although the amount of these learning materials distributed to the school is based on the number of students registered at the school, they are not sufficient. Once textbooks are received, they become the property of the school and they are used and stored in the school. Although the school aims to have one textbook per 2 students for key subjects (English, Kiswahili and mathematics), it is difficult to achieve this goal because the amount received is not enough for the increasing student population and those received could easily get lost or damaged. In addition to learning materials, the government supplies teaching materials such as chalks, paint for blackboards, teachers' guidebooks, charts, maps, school PCs, etc. 9 TSC teachers receive salary from the government every month, and they have opportunities to attend in-service trainings, seminars and

workshops for teachers organised by the government 1-3 times per year (interview 1: 328-33; field notes: 52). The government also pays operational costs for running school such as electricity bills and maintenance of desks, chairs and tables, however, the amount of money received is sometimes not enough and the school charges parents to supplement the gaps. The school also receives some funds for school activities such as the BOM meetings and for co-curricular activities like music events and sports events. Apart from these support from the Ministry of Education, the local Member of Parliament provided funds for constructing new classrooms through the Constituency Development Fund scheme. Besides, the school receives inspections by the government for quality assurance: once a year by the county health department, and 1-2 times per term by the county education department.

The interviews with parents show a mixture of positive and negative views on the governmental support among parents. While some parents stated that the government was supporting the school well, others were not satisfied with the insufficient support and blamed it as the cause of financial burden on them. One of the parents mentioned her satisfaction: '*support from the government, I'm very satisfied. The head teacher works on finance, we see the progress of those (government) funds, how they work. When we go to school as parent, when we have parents' meeting, the head teacher explains how he uses the money, then parents are satisfied'* (interview 6: 66-67). In contrast, different parent stated that '*The government' supply of exercise book, for example, it is very minimal. Because the subjects are many and the exercise book is only one, which cannot cater for the rest of the subjects*' (interview 4: 90-92), and another parent added '*the government is not doing well. For example, it gives one biro pen for a term. That means that a pupil*

should use that biro pen for a whole term. That problem goes to parents, to buy biro pens for pupils' (interview 4: 86-88).

Teachers at public school A appreciate the government support to some extent, but they also see it as poor, insufficient and unreliable support. For teacher B, '*the government usually assist us a lot. In fact it's the backbone of learning at this institution'* (interview 3: 52), however, at the same time he mentioned that the government assistance is not enough. Teacher A stated that the government supplies enough teaching materials but the amount of funds received from the government for running school and maintenance of the school facilities is too little. Moreover, the head teacher reported that the number of textbooks and exercise books given by the government has reduced and the funds for maintaining school facilities are too small. Teacher A also suggested the limitation of the governmental support and the need for parental support: '*the government cannot meet each and every requirement that is needed in the school, where there is a shortfall, parents come in'* (interview 2: 94-96).

Aspect 1-1-iii: Financial and non-financial support from private donors

One of the key characteristics of external support to public primary school A is that it receives support from private individual donors and philanthropic organisations in addition to the support from parents and the government. The support received from private donors include the construction of school facilities such as classrooms and toilet block, and the provision of textbooks, stationaries, water storage tank, desks and chairs. Additionally, they support the feeding programme by financially supporting the rent for the farm plot where students grow and harvest maize for their lunch. They also offer scholarships for 5 graduates from public school A to study in secondary schools.

Furthermore, one of the PTA teachers receives salary from a local private donor. According to teachers, one of the foreign donors took all teachers to Mombasa for a holiday trip to thank their work and motivate their further commitment to the work. In addition to private donors, there are two NGOs supporting and working in public school A. First, there is a local NGO which assists orphan students by providing home, basic needs and uniform for schooling. This NGO monitors the academic performance of the students they support and sometime provides an exam for the entire class to compare academic performance between the support receivers and the others. Second, there is an international NGO which sends 4 teachers to the school to teach English, Kiswahili and mathematics at lower primary grades with an aim to improve basic literacy and numeracy skills in rural areas. Their support starts with the identification of roughly 20 low-performing learners in each class in consultation with teachers, and then they begin remedial classes for the poor-performing students with their own teaching materials during the class breaks and before the classes.

The parents interviewed were thankful to the support they receive from the private donors and had a high level of expectation for further support. For instance, one of the parents stated '*we are happy because we have donors. Even right now we have two classes which have been made (built) by the donors. We celebrated. Apart from that we have other donors who are helping on the payment of some students' school fees. We see donors outside help us very much. We had some classes which were totally in a bad state but they renovated them. The latrines were totally bad but they did so (renovated them). In addition, we are also still in need of them actually assisting on those items we lack'* (interview 6: 77-84).

Teachers at public school A were also pleased with the private donors' support. In the interview, the head teacher showed his appreciation to the donors and mentioned that without investment from private donors, the construction and renovation of facilities at school had not been possible. In addition, teacher B described the private donor who pays the PTA teacher's salary as a reliable donor: '*our well-wisher (private donor) is a good well-wisher and reliable well-wisher, who understands the work that we are doing. So there is no day he has ever delayed to pay us, compared to other PTA teachers in other institutions, that usually complains, but here, our well-wisher is good and reliable. So he pays us on time*' (interview 3: 248-252).

Aspect 1-2: Availability of teaching and learning materials

Aspect 1-2-i: Availability of teaching and learning materials

Public school A receives teaching and learning materials mainly from the government, but it also receives some support from private donors and parents. The availability of textbooks varies in different grades and in different subjects. According to the observation of textbook stock checks, one textbook is available for 2-4 students in key subjects including English, Kiswahili and mathematics, while one textbook is available for 3-10 students in other subjects including social studies, science and religious studies. It is a common practice in the school that when there are not enough textbooks, one of the students write down the contents of the book on the blackboard and other students copy them on their exercise books. The government also supplies exercise books and stationaries, but since it is not enough, parents are requested to supplement them. According to teachers, they often see students using one exercise book for different subjects due to lack of exercise books. Apart from learning materials, the school receives teaching materials such as chalks, blackboards, teachers' guidebooks, charts and maps from the government. When there is a shortage of these materials, teachers sometimes use their pocket money or ask private donors for their donation through head teacher.

The interviews with the parents found that they are not satisfied with the current availability of teaching and learning materials and they primarily blamed the government for the shortage. A lack of textbooks was mentioned as a key problem, while other items they found challenges included a shortage of exercise books, biro pens, uniforms, shoes and desks. In the interview, one of the parents blamed the government and argued the need for more support to textbooks: '*Support of the government to school is very poor. For example. We have about 50 pupils in a class, then it (the government) gives only 5*

(text)books, which is not enough. So it is difficult for the school to manage unless it (the government) gives big funds on it (textbook)' (interview 4: 81-84).

Teachers also asserted that the low availability of learning materials was the key challenge they face, and they attributed it to the shortage of the government support and to the increase in the student population. While teachers found little problem in the availability of teaching materials, they all mentioned that they are suffering from a shortage of learning materials. For example, the head teacher stated that: '*Mostly they miss textbooks, also they need exercise books. If the government can do something, we are praying that one day the government gets enough funds for funding these affairs, also private donor funding should come in*' (interview 1: 82-85). In addition, one of the teachers linked the shortage of textbooks with the growing student numbers after the introduction of free primary education: '*Now since it is free primary education, we have a large population, because now that is something offered freely you expect high turn up. So parents have just brought their pupils in the school, they expect them to learn, but now the learning materials, as far as the government is concerned, it assists but they are not enough. Maybe the money that has been brought is able to buy, let's say, 5 textbooks in a class, and the class consists of 50, 60. Because you cannot stop parents from admitting a child to school. So you find that 50 or 60 pupils against 5 textbooks, means that 12 of them will be crowded, and it will not give clear picture of (for) that pupil* (interview 3: 81-90)'.

4-3. Teaching and learning practices and parents' and teachers' views

Aspect 2-1: Teaching practices

Aspect 2-1-i: Teacher qualification and compensation

Public school A has nine TSC teachers, three PTA teachers and four NGO teachers in primary section. The nine TSC teachers are trained at TTC and are qualified teachers employed by the government, while the three PTA teachers are also trained at TTC and are qualified teachers but employed by the BOM at the school. Although the TSC teachers are entitled to attend regular in-service trainings and seminars organised by the government one to three times a year, e.g. subject-based trainings, introduction to new curriculum, etc, the PTA teachers do not have such an opportunity (interview 1: 328-33; field notes: 52). Meanwhile, the four NGO teachers are not trained at TTC (have not completed TTC) and they are unqualified teachers registered with an international NGO. All of the nine TSC teachers are paid by the government, and they receive the highest compensation among others. Out of the three PTA teachers, two of them are paid by parents (receiving about 4,000 Kenyan Shilling per month) and the other PTA teacher is paid by local private donor (receiving about 5,000 Kenyan Shilling per month). NGO teachers receive allowance (about 2,000 Kenyan Shilling per month) from the NGO. According to the interviews with teachers, TSC teachers have not experienced any delay in the salary payment, while PTA teachers and NGO teachers have sometimes experienced a minor delay in the payment.

The parents interviewed did not mention any problems in the current situation of teacher qualification and compensation. Although one of the parents stated that untrained teachers have problems in teaching and they are not capable, some teachers attributed the progress in reading skills at lower primary classes to the work of NGO teachers, who are

not trained and qualified by the government. Meanwhile, the head teacher found it difficult to sustain PTA teachers since they receive smaller amount of salary than they expect to get from their work.

Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation

According to the teachers' attendance register at public school A, the teacher attendance rate in Term 1 and 2 in 2018 is roughly 98%. There is no record for Saturday and Sunday classes as they are unofficial remedial classes. According to the observation and the interview with teachers, roughly two thirds of teachers attend these weekend classes. There is a strict rule implemented by the head teacher which requires teachers to consult with the head teacher when they need to be absent from school. When a teacher is absent, teachers in the subject panel meet and cover up the absence by going to the classroom and giving students assignments and homework to keep them busy.

With regard to teacher engagement, the teachers' attendance register shows that teachers usually come to school between 6:30 and 8:00, and leave school between 16:00 and 18:30. Depending on the grade teachers teach, lower grades teachers tend to stay shorter while upper grades teacher tend to stay longer at school. Teachers leave school earlier on Saturdays (some after lunch, others up to around 17:00) and come later on Sundays (after lunch) due to church services. They usually go to classroom before the first class starts in order to supervise students working on preparations. They normally have 6 classes per day and about 30 classes per week, while the head teacher has 3 classes per day and roughly 15 classes per week. In addition to this, they teach remedial classes about 2-3 classes on weekdays and 3-5 classes on weekends. The head teacher requests teachers to ask for permission in advance if they are going to miss any classes, and this rule is strictly

followed. Although all classes are scheduled to have a teacher, self-study hours (students study on their own) and peer tutoring hours (a couple of duty students act as a teacher) are commonly used, especially when teachers are checking homework and assignment, or on Saturdays when the school has less number of teachers.

In terms of teacher continuation, TSC teachers usually move from one school to another roughly every 5 years due to the regular school transfer by the government. Apart from this, since 2015 public school A experienced a few TSC teachers left school due to migration and family issues and a PTA teacher left school due to employment by the government to become a TSC teacher in another school. During the interview, head teacher mentioned that he believes that it is his role to minimise teachers leaving school, and he has concerns over PTA teachers leaving school due to insufficient payment. In order to avoid the shortage of staff, the BOM has a regulation for PTA teachers to give 3 months prior notice to the BOM before leaving so that it can recruit a replacing teacher in time.

The parents interviewed were satisfied with the teachers' commitment to school and appreciated their work. In the interviews, they reported that they see teachers come to school everyday including weekends, have not experienced absenteeism, and find no problem in teacher continuation. For instance, a parent stated '*I think our teachers here are very much committed to this school. Reporting time is very excellent, they report here very early in the morning and leave very late in the evening. That makes our pupils perform well at exams*' (interview 4: 113-116), others added '*Teachers like pupils very much. Extra work in addition to weekdays. … Teachers are determined to educate these*

pupils as much as they can to ensure that they (pupils) have enough education' (interview 4: 122-126).

The interviews with teachers discovered that they are committed to their work and that the head teacher is working hard to ensure their commitment. Teacher A reported that teachers in public school A are committed very much compared to other schools he has been to and that though he thinks 20-25 classes is the adequate amount for one teacher to teach per week, he is currently teaching 30 classes per week. Teacher B stated that '*Teachers are committed. They work tirelessly, to ensure that they finish syllabus, complete the syllabus, on time and have a room for revision to go back where pupils have a challenge*' (interview 3: 462-465) and he also expressed his joy of being at school: '*when I am not in school, then I feel uncomfortable. I like being here, I like coming here'* (interview 3: 271-272). Meanwhile, the head teacher stressed the importance of his role as a school manager to make sure teachers' engagement: '*The rules are simple. … I teach, I walk around and manage them (teachers), so that when they see me walking, I am monitoring the way doing the class. I want to see teachers teaching in class. That's now part of my management. I go around and check each and every teacher, what he is doing at class, after a while I check again*' (interview 1: 129-134).

Aspect 2-2: Learning practices

Aspect 2-2-i: Student attendance, engagement in learning, and continuation

According to the school record, the student attendance rate varies in grades but ranges from 90% to 98% in Term 1 and 2 in 2018. Most of the students usually come to school between 6:30 and 7:30 to work on morning preparations before the first class starts. They stay at school until around 16:00-16:30 for grade 1 and 2, 16:30-17:00 for grade 3 and 4, 17:30-18:00 for grade 5 and 6, and 18:00-18:30 for grade 7 and 8. On Saturdays, grade 3 and 4 finish school before lunch, grade 5 and 6 finish at about 16:00, and grade 7 and 8 finish at around 17:00. According to teacher B, teachers at public school A try to keep students busy: '*When teachers have free time, walk around and see any class that does not have a teacher. You can go into that class, then give them work, to occupy them, keep them busy, so that at the end of the day, when they go home, they have a positive statement to say we have learned*' (interview 3: 288-290). Students in upper primary grades are disciplined to maximise their time at school for study. For example, usually, students in grade 7 and 8 stay in the classroom during the break time for self-study instead of going out and play. However, their engagement in learning is interrupted by various issues. For instance, students are regularly sent to fetch water from the spring for cooking and for the construction of school facilities. In addition, 2 to 3 of the grade 7 or 8 students usually help school chef cook breakfast for teachers and lunch for teachers and students. Furthermore, when students do not pay fees charged or do not bring food requested at school, they are sent home to collect them.

Parents and teachers interviewed in the research showed their satisfaction with student attendance and commitment to study. Some parents linked students engagement with strict principles and disciplines at school. For instance, one of the parents stated that '*the*

school has strict principles and they (students) can be absent only when they are sick' (interview 5: 133-134), and he added '*the school has strict principles so they are committed. I check my daughters' books and they are learning'* (interview 5: 171-172). Another parent described that '*attendance of the pupils is good. Because when they reach at school at 6, even when teachers have not come, they are very busy in class. About discipline, they are very very disciplined at this school. Because when they see there's teacher, no play*' (interview 6: 195-202). Meanwhile, teacher B saw positive changes in students' attitude towards study through motivating them: *When you go to class, … show them (students) the importance of passing the exams, encourage them. When you encourage them, they will take it positively, and during their own time, they will internalise and meditate, they revise by themselves, and push on being committed to the classwork'* (interview 3: 479-481).

One of the distinguishing features of public school A related to student continuation is its performance-based promotion rule strictly implemented by the head teacher, which affects students' continuous promotion to next grade. At public school A, only high-performing students are allowed to get promoted from one grade to next grade and the academic requirement for the promotion becomes higher at the upper grades. Through a consultation with teachers and parents, those who are not qualified to get promoted due to low academic performance have to choose either to repeat the same grade at public school A or to transfer to another neighbouring school to start the next grade. As a result of the strict enforcement of the rule, the number of students drops significantly from 60 in grade 7 to 35 in grade 8. This means that 25, or about 42% of the low-performing students out of 60 in grade 7 who are recommended not to proceed to grade 8 have to decide whether they repeat grade 7 or transfer to grade 8 in another school. Through this

process, the class size in grade 8 is kept manageable size with 35 students, while other grades have bigger class size with an average of 60 students. According to one of the parents interviewed, '*there is thinning of students. It is difficult to promote from class 6 to 7 and strict principle (is applied) in promoting class 7 to 8. … It (the promotion principle) was there before he (current head teacher) came, but it depended on how the head teacher acts on it. This one (current head teacher) acts on it strictly*' (interview 5: 148-154). Besides the promotion regulation, some parents dare to choose repeating grade 7 even though their children are qualified to get promoted to grade 8 in order to increase the probability of earning high marks at KCPE and obtaining a scholarship for going to secondary school.

Teacher A emphasised the importance of keeping highly performing students at school while allowing poorly performing students to transfer school: '*pupils are the ones that make the school's name (reputation) due to the performance. So, I don't think any administrator in any school can allow any performing pupil to leave the school to another school. You see that becomes a block to the school'* (interview 2: 275-285). Meanwhile, the interviews with parents revealed that there are both positive and negative views on the performance-based promotion system implemented at the school. On the one hand, one of the parents explained that '*When pupils reach standard 7, head teacher selects those pupils that should go to class 8. Because he wants smaller number but performing students. He wants a pupil to repeat class 7 so as to when he has got to class 8 when he is sharp. We parents normally see it as a good idea because, for example, last year, he did so (head teacher selected students) and then they past (over 250 marks at KCPE). They did very well. So parents see him working well*' (interview 6: 224-230). On the other hand, another parent stated that '*We have some problems of transfers and repeating*

because principles are strict. Some parents who cannot cope with the rules leave school' (interview 5: 141-142).

Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams

Students' progress in learning is monitored by regular homework assigned to students. At public school A, daily homework is given for English, Kiswahili and mathematics, while homework for other subjects is given once a topic in the subject is fully covered, which is about 1-2 time a week. Submitted homework is checked during the teachers' free time or at class and returned to students on the day of submission.

Although the parents interviewed were satisfied with the frequent homework and its check system, some of the teachers interviewed mentioned their concerns and challenges. These concerns include, for instance, while teacher A stated that he had enough time to mark homework, teacher B stressed that the increase in the student population is placing teachers under pressure of checking too many homework in a limited time. Another concern is related to the availability of learning materials. When homework is given from the textbook, some of the pupils would not be able to work on it because they do not have a textbook. Hence, sometimes homework is done together with other students during self-study, which makes it difficult to accurately assess the level of understanding individually. Furthermore, when a student uses one exercise book for multiple subjects due to a lack of exercise books, teachers cannot collect the exercise book to check homework as the student might need it for different subjects.

Public school A has a regular exam and feedback system to assess students' progress. All grades have at least 2 internal exams per term (mid-term and end-term exam), while grade

7 and 8 have external tests such as county-wide / sub-county-wide KCPE mock tests in addition to these internal tests. Furthermore, they have additional tests when private donors agreed to buy and bring them tests. Consequently, grade 8 students had 10 exams in 3 months period of Term 2 in 2018. In general, there are high expectations for exam results at public school A. For example, a piece of paper highlighting 'KCPE minimum target score 330 (out of 500)' is put on the wall of the head teacher's office, staff room and grade 8 classroom. In addition, previous test results with details of each student's marks per subject are put on the wall of each classroom. After exams, results are released in an assembly at the school ground, where students line up in the order of exam score, top 10 students and the high performing subject's teacher are honored, then class teacher and head teacher give comments on the comparison of performance among students, among other schools, encourage students to earn higher marks, advise them how to improve results, and tell them the marks needed to go to a national secondary school instead of local secondary schools. According to one of the parents interviewed, '*those who are poorly performed, they are really punished, they are given a lot of homework to do. If they are not ready (to submit the homework), they are returned to home to finish the homework*' (interview 4: 149-152). Head teacher is highly involved in the exam management and all teachers are requested to report the results of exams in detail and provide explanations of student performance to the head teacher. Exam results are also reported to parents every end of term with a report card. Moreover, the school holds parents' visit day to invite parents and discuss the performance and discipline of the student with the class teacher.

The interviews with parents and teachers suggest they are satisfied with the current exam and feedback system to some extent, but at the same time they see some challenges in the

availability of resource for exams. Some parents report that the exam and feedback system is working effectively to stimulate cooperation between teachers and parents: '*We have very good cooperation between parents and teachers. That cooperation improves the academic status of the child. For example, when a child fails (an exam), a teacher calls parent and then inquires from the parent if there is a side problem affecting the child so that they can solve. That cooperation makes us as a unit'* (interview 4: 156-160). However, both teachers and parents identified that the low availability of exam papers as a key challenge in the exam system. The observations and interviews in the research imply that it is common practice in public school A for 2-3 students to share one exam paper. One of the parents explained that '*This exercise (payment of school fees), it is also difficult for the parents to chip in money from time to time yet the students need to be tested time to time, so that is another problem parents are facing. ... That's why sharing (of exam paper) is there. Because the parents cannot actually produce enough money for pupils to sit on (with) his own (exam) paper. Again, some parents are very poor, they cannot even bring the money that is needed for the paper*' (interview 4: 174-177; 184-187).

4-4. School management and parents' and teachers' views

Aspect 3-1: Leadership role in school management

Aspect 3-1-i: Leadership role of head teacher in school management

Public school A is led by a male head teacher in the 50s who joined the school in 2015 when he replaced the previous head teacher who had retired. While he handles administrative and management tasks, he also teaches the subject social studies and Christian religious education in grade 7 and 8. After he graduated teachers training college, he worked in an NGO in Nairobi before becoming a teacher at unregistered private primary school in Kibera slum in Nairobi. Then he was recruited by the TSC and started working as a TSC teacher. He has worked at several public primary schools in Vihiga County. He experienced senior teacher and deputy head teacher before promoted to head teacher in the end of 2014 and transferred to public primary school A in the beginning of 2015. While working as a head teacher, he is pursuing a master's degree in curriculum development. His leadership role in school management could be found in the following three aspects: management of teaching and learning, management of parents and BOM, management of school resources.

The head teacher is committed to his work and tries to lead teachers by becoming a role model for them and by closely monitoring their work. He usually comes to school earlier than any other teachers and stays at school late to supervise school activities. In the interview, he mentioned that he wants to lead teachers by showing a good example, for instance, he always tries to make sure the subject he teaches perform higher than any other subjects at exams. In addition, he has established a strict code of conduct for teachers in order to supervise their work closely, which includes daily attendance checks, regular monitoring of classes, and the head teacher's involvement in exam management,

etc. Furthermore, the head teacher introduced strict regulations for students such as performance-based promotion system, which has contributed in managing student behaviours through creating a competitive environment at school. He maintains strict discipline for students by repeatedly telling them the importance of commitment for study to achieve high academic performance at every occasion such as school assembly, exam result announcement, daily classes, etc.

As the secretary of the BOM, the head teacher is also involved in the management of school activities with parents. His main leadership role in the BOM includes arranging regular BOM meetings to take place, preparing a proposal for the use of the BOM's funds, and monitoring the implementation of programmes approved by the BOM such as feeding programme, school facility construction, supervision of PTA teachers, etc. Although the BOM meetings are supposed to be held once per term, according to the parents interviewed, the head teacher arranges the meeting only once or twice a year. The head teacher tries to minimise the interruption of teaching and learning by the parents, as seen in the following comment: '*If parents come to school, learning cannot take place. We have a system, I told them (parents) if you want to see any teacher, come very early in the morning, come at break time, or come at game time. And they know I'm a strict person, Because I'm very strict, they don't come to school until we shall call parents' meeting. That's when they should come to school. But when things are running well in school, we don't need parents'* (interview 1: 311-317). Since the head teacher has strict rules and has a severe attitude towards unexpected visits by parents, according to parents interviewed, when an issue arises, parents go to the BOM chairman's home first and report the issue to him, then the chairman comes to school to discuss with the head teacher. As we shall

see below, some parents expressed dissatisfaction with his ways of dealing with parents and the BOM.

The head teacher also plays a key leadership role in resource management. In a rural poor village context where regular financial and non-financial contributions from the parents are difficult to expect, finding different funding sources apart from the government can bring a big difference to the school. After the head teacher joined public school A, he has worked on fund-raising for the school and brought resources from multiple sources of private donors, including both local and international ones, who support feeding programme, procurement of teaching and learning materials, purchase of exams, payment of PTA teachers, construction of school facilities and provision of scholarships. In addition, he has introduced local and international NGOs to the school who support orphan students and poorly performing students. Furthermore, after the announcement of the recent KCPE, he raised the interview fees and the admission fees for those who wish to enter or transfer to public school A in order to increase the school funds. While it helps gaining the financial stability of the school by admitting students from relatively wealthier families, it can exclude students from relatively deprived families who cannot afford these fees.

In the interview with the head teacher, he showed his confidence in his leadership and he was proud of his contribution to the school by attributing the high academic performance to a range of external supports he bought to the school. The teachers interviewed in the research appreciated and supported the various works undertaken by the head teacher. One of the teachers who started working at public school A before the head teacher joined the school described some positive changes in the school he experienced: '*when this one*

(current head teacher) came, he installed these programmes (programmes supported by private donors) you're seeing around. He also motivated teachers. … Teachers are really motivated. So when we come here we feel good and comfortable because of the motivation we get from especially the administration (head teacher). … He has made a very big change, mostly to the teachers, infrastructures, even to the discipline of the pupils. If you look at pupils, most of them are disciplined. We don't have these in other schools. (interview 2: 338-342; 357-359). Another teacher also mentioned the point that the head teacher motivated his commitment to work and he described the school as '*free and comfortable environment'* (interview 3: 449)

The interviews with parents discovered that the leadership role of the head teacher received a mixture of positive and negative evaluation from different parents. With regard to the management of teaching and learning, the parents interviewed appreciated the head teacher's hard work. One of the parents described the head teacher as follows: '*the head teacher is hard working and well disciplined, so if he sees there is a lazy teacher, if it is a PTA teacher, he refers to another school. He wants the teachers here (follow) his rules, so as to continue with him or her properly. He wants those teachers who have ability to teach, who come to (school) daily basis, and then who comes frequently. So he wants busy teachers*' (interview 6: 166-172), and '*he is determined on his work. About discipline, discipline is proper, pupils normally go to school very early in the morning and they come very late, so the pupils are just learning nicely. That's why we are very much happy about the school, even we love the headmaster himself*' (interview 6: 15-22). In terms of the management of parents and the BOM, some parents showed their discontent with the less frequent meetings: '*the Board should be calling PTA meetings maybe quarterly or monthly for parents to give their opinions'* (interview 4: 227-228). Meanwhile, one of the

parents reported a disagreement between the head teacher and some of the parents experienced: '*we have some parents who do not actually understand him. For example, he can send a pupil to go and bring some money, then when a parent comes with the pupil, the headmaster talks badly on him or her, then you find now they parade with parents (for protest), so on that side, the parents see the head (teacher) as a bad person. So mutual understanding is not there*' (interview 6: 318-323). When it comes to the management of school resources, one of the parents showed her satisfaction with the head teacher's leadership role: '*the head teacher works on finance, we see the progress of those (government) funds, how they work. When we go to school as parent, when we have parents' meeting, the head teacher explains how he uses the money, then parents are satisfied'* (interview 6: 66-67). On the contrary, another parent showed his discontent with the resource management by the head teacher: '*he always hides financial issues. Because parents here are not well educated as he is, he can easily persuade parents. The construction of the new classroom was done by people from his area. Because he used 2 of our boys (from this area), he could show that he is doing good for the community. But many came from outside. We don't know how much the school has received from well wishers and we don't know how much funds are used for which purpose*' (interview 5: 209-215). '*I can also ask head teacher to explain the use of those funds he gets them from the new parents (interview fees and admission fees). And again, we would like him to calculate this money if the 3 PTA teachers are getting that money. I can also ask the head teacher did you discuss with the Board of Management about raising the interview fee and admission fee? Or you did it by yourself? As a parent, I can also ask that. Practically there was no consultation. He did it by his own shoulders'* (interview 5: 408-415).

4-5. Academic performance and parents' and teachers' views

Academic performance at KCPE 2014-2018 and KCPE mock test in 2018

Table 9 and Figure 5 present the changes in the KCPE school mean score of public primary school A from 2014 to 2018 in comparison with the KCPE sub-county mean score in the same period. Although public school A scored lower than the sub-county mean score in 2014, the school mean score surpassed the sub-county mean score in 2015 and it rose steadily in the recent 5 years. Since the sub-county mean score remained almost unchanged during this period, the gap between the school mean score and the sub-county mean score increased from roughly 8 in 2015 to about 54 in 2018. According to the official KCPE results obtained at sub-county education office, the school mean score 317.00 in 2018 was the fourth highest school mean score out of 32 primary schools in the eastern sub-county (including registered public schools and private schools, plus one unregistered school, private primary school B), while it was the highest school mean score of the public schools in the area.

Meanwhile, Table 10 and Figure 6 show the shifts in the performance of public primary school A at KCPE mock tests and KCPE over 2018 in comparison with the sub-county mean score. Public school A consistently scored significantly higher than the sub-county mean score over the period. From term 1 to term 2, the gap between the public school A mean score and the sub-county mean score marginally increased from around 40 to about 44, while it further increased from about 44 in term 2 to roughly 54 in term 3, which suggests a rapid progress in learning at public primary school A compared to other schools in the area. The overall picture illustrated in these tables and figures is that public school A is performing considerably higher than the sub-county mean score and its performance is in climbing trend.

Table 9: Public primary school A KCPE mean score from 2014 to 2018

Year	2014	2015	2016	2017	2018	Mean score 2014-2018
School mean score	240.12	263.24	282.20	296.55	317.00	279.82
Sub-county mean score	261.03	255.58	255.75	257.47	262.72	258.51

Source: official KCPE results obtained at sub-county education office

Figure 5: Public primary school A KCPE mean score from 2014 to 2018

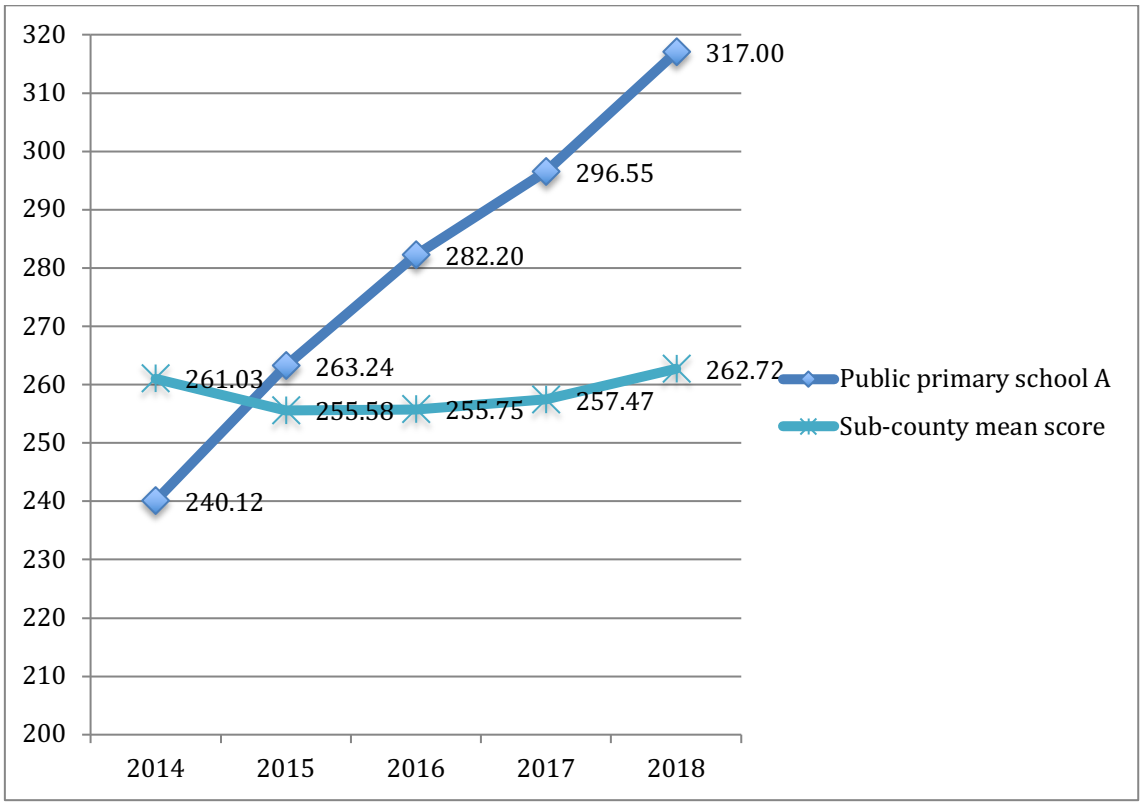
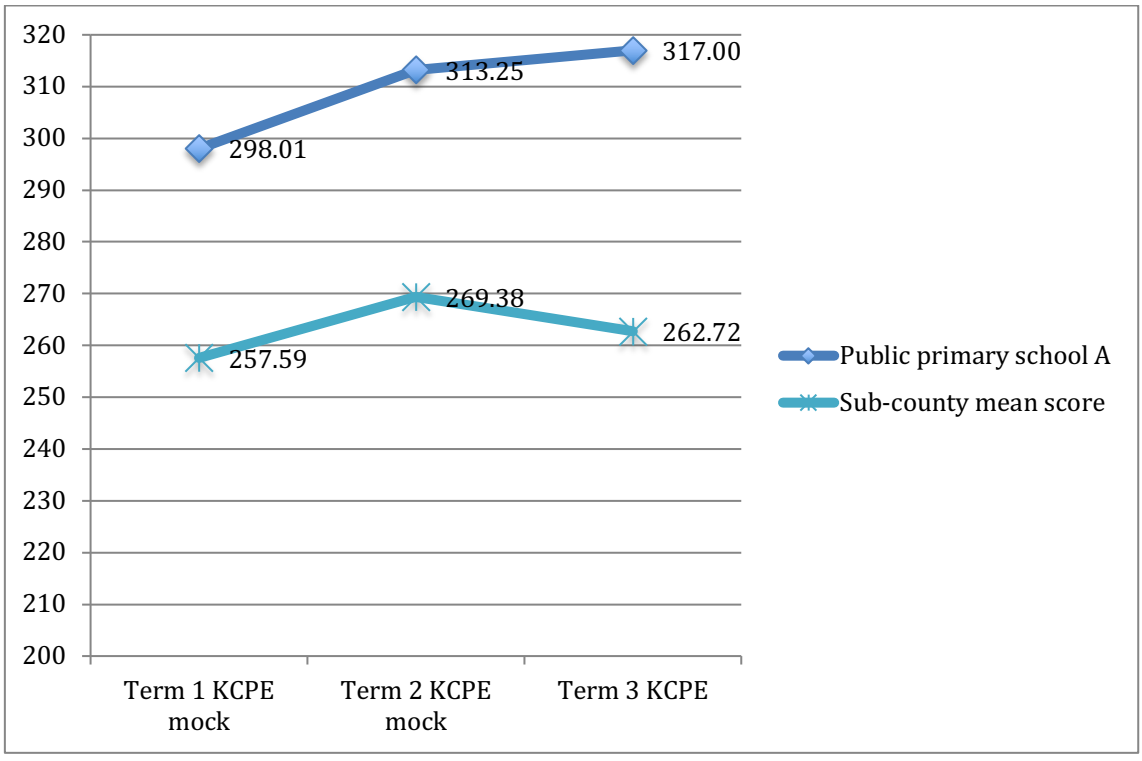


Table 10: Public primary school A KCPE mocks and KCPE mean score in 2018

	Term 1 KCPE mock	Term 2 KCPE mock	Term 3 KCPE	Mean score 2018
School mean score	298.01	313.25	317.00	309.42
Sub-county mean score	257.59	269.38	262.72	263.23
Position in Sub-county	3 / 33	6 / 35	4 / 32	NA

Source: official KCPE results and KCPE mock results obtained at sub-county education office

Figure 6: Public primary school A KCPE mocks and KCPE mean score in 2018



In general, the academic performance at public primary school A received positive evaluation and high expectation from the teachers and parents interviewed. Teachers working at public school A consider its performance is high and improving. For example, teacher B mentioned that the school has higher performance compared to other schools in the village and this is one of the reasons why the school receives an increasing number of students transferred from other schools. Some of the parents interviewed also stated that high academic performance was one of the components they considered while choosing school. The parents interviewed generally agreed that the school has good academic performance and improving its performance. One of the parents was proud of the school's performance: '*they are doing zonal (sub-county) exam, when I hear the school performed nicely, I am proud of it*' (interview 4: 274-275). Another parent was satisfied with the performance and linked it with the head teacher: '*it has been improved, we are satisfied with the school. We appreciate with it, that head teacher, we like him very much'* (interview 6: 5-8). In addition to these positive views, some parents see room for further improvement with high expectations. For instance, one parent mentioned '*the performance of this school is good, is not excellent. Because our hope is that, when (we) promote more than 10 pupils to national school that means the school is doing well. If we promote only 1 or 2 to national school, the exam (performance) is not excellent*' (interview 4: 269-272).

4-6. School improvement process from the perspectives of parents and teachers

The interviews with parents and teachers at public school A discovered their views on how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance. First, the teachers and parents interviewed emphasised the close link between teaching and learning practices and academic performance. For example, one of the parents stated the importance of teacher commitment and its impact on academic performance: '*our teachers here are very much committed to this school. Reporting time is very excellent, they report here very early in the morning and leave very late in the evening. That makes our pupils perform well at exams*' (interview 4: 113-116). Another parent suggested that teachers' longer-term contract and engagement leads to high academic performance. Meanwhile, teacher A explained '*Any good performance is first of all due to commitment from the teachers. The commitment of the teachers here has really helped the school to improve. Especially by the time they arrive here in the morning, by about 7 (am) in the morning, you find they are there teaching in the class'* (interview 2: 293-296). According to teacher B, *'teachers are committed. They work tirelessly, to ensure that they finish syllabus, complete the syllabus, on time and have a room for revision to go back where pupils have a challenge. That one is also another thing that contributes to good performance'* (interview 3: 462-466). Furthermore, the interviews with teachers and parents also revealed their views on the strong connection between student learning practices and academic performance. Teacher B argued that student engagement in learning *'will also make a drastic improvement. If a pupil will read voluntarily and have a positive mind toward education, will pass (exam) very well than that one that is forced by canes. As much as students are struggling to get higher marks, the results are also improving'* (interview 3: 482-485). In

addition, some parents reported that the performance-based promotion strictly implemented at public school A is an effective system contributing to higher academic performance. Moreover, teacher A attributed the improvement of academic performance in recent years to the regular assessment and homework regularly given to the students. Additionally, as we have seen above, some parents also see that the exam and feedback system is promoting cooperation between parents and teachers, and it leads to improvement in the student academic performance.

Secondly, stakeholders' views suggest that an increase in external support, especially those from private donors on top of government support and parents' support, has brought not only improvement in the availability of material/human resources but also positively influenced teaching and learning practices. For example, according to teacher A and teacher B, while private donors' support enabled the employment of a new PTA teacher, it also increased teachers' commitment by providing regular compensation to the PTA teacher and by reducing workload of other teachers. Teacher B stated '*our well wisher is good and reliable. So he pays us on time. That motivates us to be in school all the time, teaching positively'* (interview 3: 251-253). In explaining teacher commitment, teacher A highlighted the importance of PTA teachers: '*they (PTA teachers) are helping us very much. They have really reduced the workload of teachers. If they were not there, then we could have a very big problem, could be overloaded with a lot of work*' (interview 2: 109-111). Meanwhile, both the parents and teachers interviewed identified the low availability of parental support and the governmental support as one of the key challenges deteriorating teaching and learning practices and hindering the achievement of higher academic achievements. According to some of the parents interviewed, more parental support to exam fees and to the employment of additional PTA teachers as well as more

support from the government to learning materials, exam fees, school facility construction and feeding programme would bring higher student performance at the school. In contrast, both parents and teachers identified the support from private donors as an important factor that has contributed to the improvement in academic performance.

Thirdly, according to the parents and teachers interviewed, school management as well as external support to school plays a crucial role in improving teaching and learning practices. The leadership role of the head teacher in school management, on the one hand, has changed teaching and learning practices at public school A (for example, interview 2: 338-342 and 357-359; and interview 6: 15-22 and 166-172), for example, increased teacher commitment through the establishment of code of conduct for teachers, higher student engagement through the enforcement of performance-based promotion rule, and the creation of a competitive exam environment. On the other hand, his leadership role in school resource management has resulted in an increase of external support to school as exemplified in regular funds from multiple private donors and teaching support from an NGO (interview 2: 338-342 and 357-359; and interview 6: 15-22 and 166-172).

Lastly, it is worth noting that the characteristics of schooling mechanism found at public school A are to some extent defined both by the village context and school setting, whilst there are also dynamic interactions and feedback loops among different aspects of schooling mechanism. In a poor rural village context where a large amount of support from parents is difficult to expect, having funding sources in addition to governmental support makes a big difference to the school. For instance, an increase in the support from private donors brought an increase in the availability of teaching and learning materials, allowed an employment of a new PTA teacher, and facilitated high teacher motivation

and commitment to work, which fostered achieving higher academic performance at KCPE. Also, the school's registration status as public school allowed the school to access a range of government support including the payment of teachers' salary, provision of teaching and learning materials, regular teacher training opportunities, participation in official external exams like county-wide or sub-county-wide exams, and so on. Meanwhile, there are dynamic interactions among external support to school, teaching and learning practices, and school management contributing to a higher academic performance at public school A. Furthermore, the improvement in academic performance in turn has helped build trust in the leadership role of the head teacher, keep enforcing strict teaching and learning practices that worked, and increase the amount of funds from private donors.

Chapter 5. Case analysis 2: Public primary school B

This chapter presents the details of public primary school B as the second standalone case in the research. It is structured in the same way as the other case study chapters and presents the following key dimensions of schooling based on the conceptual framework:

1) School setting: history of the school, school location, number of teachers and students, school facilities, and other key characteristics of the school;
2) External support to school and parents' and teachers' views;
3) Teaching and learning practices and parents' and teachers' views;
4) School management and parents' and teachers' views;
5) Academic performance at KCPE between 2014 and 2018 as well as KCPE mock tests in 2018, and parents' and teachers' views; and
6) The process of school improvement from the perspectives of parents and teachers: how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance.

5-1. School setting

The school was first built in a private plot with support from the community and started providing education in 2005 as an unregistered community school. It temporarily registered with the government in 2008, and then fully registered as a public school in 2013 when the county government bought the school land. Both the parents and the teachers interviewed mentioned that the parents as well as the people live close to the school have a strong sense of community attached to the school.

Public school B is located about 2.5 km away from the main tarmac road connecting Mbale, the capital town of Vihiga county, and Luanda market, the biggest market in the county. It is located by unpaved paths, and about 200 meters away from the closest unpaved road where vehicles can pass. The location is an interior part of the village where it is difficult to access especially during the rainy season. According to the head teacher, the area where the school stands had been known as an insecure part of the village with thieves and drunken people, and children in the area had not been served by public schools for a long time. From Public school B, public school A is about 2.5 km away, private school A is about 5.5 km away, and private school B is about 0.5 km away.

Table 11 shows the number of students and teachers at public school B at the beginning of term 2 in 2018. There is a total of 309 students, 167 boys and 142 girls, and there are 11 teachers including head teacher in the school. Among the 11 teachers, 8 of them are TSC teachers who are employed by the government, while other 3 teachers are PTA teachers who are employed by the BOM at school. In addition to primary section, the school also has pre-primary section, which has roughly 100 students and 3 teachers in 3 classes. At public school B, both the student population and the number of teachers

increased since the establishment, but the numbers remain more or less similar in the last 3 years.

Table 11: Number of students and teachers at public primary school B, Term 2, 2018

	Grade	Male	Female	Total
Number of students	1	19	18	37
	2	19	18	37
	3	23	17	40
	4	18	17	35
	5	23	15	38
	6	25	15	40
	7	22	21	43
	8	18	21	39
	Total	167	142	309
Number of teachers		7	4	11

The school has 2 classrooms for pre-primary section and 8 classrooms for primary section. In addition, it has staff room, staff's storage room, and head teachers' office. It also has kitchen, and a toilet block used both by students and teachers. The school originally started with 4 classrooms but it has expanded since 2011 and teachers' office and 6 classrooms have been built by the Member of Parliament (MP) through the Constituency Development Funds. The head teacher is planning to buy the land and expand the school compound, and he is currently negotiating with the MP's office to provide funding. Meanwhile, the school does not have a well for getting water, hence students are sent to fetch water on a daily basis.

5-2. External support to school and parents' and teachers' views

Aspect 1-1: Supporting body and contents of support

Aspect 1-1-i: Financial and non-financial support from parents

As in other public primary schools in the village, public school B does not collect school fees from the parents under the Free Primary Education policy. However, parents are required to provide the following financial and non-financial support to the school.

With regard to the financial contribution, parents have to pay, for instance, exam fees charged 50 Kenyan Shillings per test, at least twice per term for grade 1-7 and on a weekly to monthly basis for grade 8 as they have more frequent exams (filed notes: 42). Parents are also required to pay salary for 3 PTA teachers who are employed by the BOM, which costs roughly 1,500-1,700 Kenyan Shillings per student per year (interview 10: 8). In addition, students attending Saturday remedial classes need to pay 100 Kenyan Shillings per term (field notes: 94). In addition to the financial support, parents need to make non-financial contributions. These include, for example, school uniform and learning materials such as exercise books, pencils, and mathematics instruments. For upper primary grades, grade 7 and 8, parents also have to provide food for the lunch feeding programme, including 4 tins of maize, 3 tins of beans, and firewood. While students are repeatedly reminded to bring these financial and non-financial contribution at the morning and evening assembly (field notes: 30 and 87), not all of these are provided in full. As a result, for instance, a set of exam papers are shared by two students (field notes: 42). Delays in bringing food severely affect the continuation of the lunch feeding programme, especially in seasons without harvest, and students are sent back home to bring maize, beans and firewood (field notes: 8).

The parents interviewed in the research regarded the insufficiency of their support as a problem and explained their situation of conflict between their willingness to support and the socio-economic difficulties they face. For instance, one of the parents stated that '*parents lack money so they can't afford to do what teachers require them to do, they just try bur it's very little, but I think that if our parents can have enough finance this school can improve. So financing is the big problem of our school. Many of them are jobless*' (interview 11: 8).

Meanwhile, the interviews with teachers find that they perceive the support received from parents is poor and that they have a low-level of expectations on parental support. Teacher B described parental support as *'very poor even just the food that their children are supposed to eat. … Even the children bringing in the food that they are supposed to is a problem. When it comes to exam, some small money that is supposed to buy an exam is a problem'* (interview 9: 10). Meanwhile, teacher A mentioned that most of the parents are not supportive when it comes to the payment such as a purchase of exam (interview 8: 8). Furthermore, teachers pointed out that parents' socio-economic background and their attitude towards schools / education make it difficult to receive sufficient support from them. For example, the head teacher explained that it is challenging to receive parental support since most of the parents are not well-educated, are not employed and get paid regularly, and do not value education (field notes 6 and 95). A similar view was shared by teacher A when he was asked to describe parents' attitude towards school: '*in general, you know, most of the parents here, most of them did not go to school. So they don't see that value of educating for their children*' (interview 8: 10). In some cases when children did not come to school, the head teacher had to ask the local chief to go to the student's home with him and talk to parents together (field notes: 14).

Aspect 1-1-ii: Financial and non-financial support from the government

As a registered public primary school, public school B receives both financial and non-financial support from the government. Financial support includes, for example, 8 TSC teachers receive salary from the government every month, and they have opportunities to attend in-service trainings, seminars and workshops for teachers organised by the government 1-3 times per year. In addition, the government also pays operational costs for running school such as electricity bills and maintenance of desks, chairs and tables, however, the amount of money received is sometimes not enough. Moreover, the school also receives some funds for school activities such as the BOM meetings and for co-curricular activities like music events and sports events. Apart from these financial support from the Ministry of Education, some parts of the school buildings, i.e., teachers' office and 6 classrooms, were built by the local MP through the Constituency Development Funds. Meanwhile, public school B also receives non-financial support from the government. For instance, Learning materials such as textbooks, exercise books, stationaries, mathematics instruments are provided by the government. Although the amount of these learning materials distributed to the school is based on the number of students registered at the school, they are sometimes not sufficient, i.e., while the government provides funds for 12 exercise book, the funds are sometimes enough for only 10 books due to inflation, since 10 is not enough, the school requests parents to supplement the gaps (field notes 96). The government also supplies teaching materials such as chalks, paint for blackboards, teachers' guidebooks, charts, maps, school PCs, etc. Moreover, the school receives inspections by the government for quality assurance: once a year by the county health department, and 1-2 times per term by the county education department (field notes 97).

The interviews with parents and teachers at public school B present that there is a mixture of positive and negative views on the governmental support. On the one hand, some parents and teachers appreciate their support. For instance, one of the parents commented that '*government support well, the CDF supports the school building, classrooms are build by government support. The government is supporting to buy lands so the government is supporting well*' (interview 11: 10), while teacher B considers that '*the support from government is good because at least they give us books, there is money to pay the workers (teachers) with support from government. Because we get exercise books, we get textbooks, the cook is paid, it is okay*' (interview 9:12). On the other hand, other parents and teachers articulated their dissatisfaction with the governmental support to school. For example, parent A pointed out the insufficiency of teaching and leaning materials provided the government: '*this government they're not supporting us well, because they are bringing exercise books that are small number, not many, even textbooks and the storybooks. See. We don't know what's wrong with them. They give us small not many*' (interview 10: 10). Meanwhile, teacher A mentioned that the government support in unreliable as it delays and it is not enough: '*the government is supporting the school normally, brings us money, we buy items in the school, the learning resources and the problem is that they will delay and bring less than needed*' (interview 8: 12).

Aspect 1-1-iii: Financial and non-financial support from private donors

The interviews with teachers and parents, the observation of school activities and the review of the school documents suggest that public school B does not receive any financial or non-financial support from private donors. In the interviews with teachers

and parents, none of them expressed their views on the situation that the school does not receive any support from private donors.

Aspect 1-2: Availability of teaching and learning materials

Aspect 1-2-i: Availability of teaching and learning materials

In obtaining teaching and learning materials, public school B relies most exclusively on the government support with limited support from the parents. The availability of textbooks varies in different grades and in different subjects. The observation of classrooms and textbook stock checks revealed that, for key subjects such as English, Kiswahili and mathematics, one textbook is available for 1-2 students at grade 1-3, while at grade 4-8, students share one textbook with 2-20 students. For other subjects including social studies, science, and religious studies, only one or two textbooks are available for a class at grade 1-8. With the limited availability, it is a common practice in the school that teachers or student representatives write down the contents of the textbook on the blackboard and students copy them on their exercise books. When it comes to other learning materials, although the government provides exercise books and stationaries for students, parents are requested to complement them as they usually are not enough to last till the next cycle of provision. Due to limited availability of parental support on learning materials, some students have to use one exercise book for different subjects. Apart from learning materials, the school also receives teaching materials including chalks, blackboards, teachers' guidebooks, charts and maps from the government. However, teachers sometimes have to supplement them with their pocket money or improvise them with locally available resources when there is a shortage of these materials.

The interviews with the parents and teachers found that they both see the limited availability of teaching and learning materials as a problem. Apart from the exception that there are enough textbooks for a few subjects in lower primary grades (field notes 71), shortages of teaching and learning materials are considered as a challenge by parents

(interview 10: 14 and interview 11: 14) by head teacher and teachers (interview 7: 12; interview 8: 16-20; and interview 9: 14). On the one hand, the head teacher encourages teachers by sharing his observation from his visits to other schools emphasizing that high academic performance can be achieved despite a shortage of textbooks (field notes 47). On the other hand, he also acknowledges the challenges that the limited availability of teaching and learning materials can negatively affect teachers' engagement in teaching as it requires extra efforts to write down the contents of the textbook on the blackboard and it also makes it difficult to assign and check regular homework as not all students have their notebooks (interview 7: 12). Furthermore, Teacher B pointed out that there is a language issue with the teaching materials: while textbooks are written in English with the exception that the subject Kiswahili is in Kiswahili, pupils speak their mother tongue, and they find it difficult to understand what is written on the textbooks (interview 8: 8).

5-3. Teaching and learning practices and parents' and teachers' views

Aspect 2-1: Teaching practices

Aspect 2-1-i: Teacher qualification and compensation

There are eight TSC teachers and three PTA teachers in primary section at public school B. While the TSC teachers are trained at TTC and are qualified teachers employed and paid by the government, the PTA teachers are trained at TTC and are qualified teachers but employed and paid by the BOM at the school. According to the interviews with teachers, TSC teachers have not experienced any delay in their salary payment, whilst PTA teachers sometimes experienced a delay or/and partial payment of the salary. Furthermore, TSC teachers are entitled to attend regular in-service trainings and seminars organised by the government one to three times a year such as. subject-based trainings, introduction to new curriculum, etc, meanwhile, PTA teachers do not have such an opportunity at all.

The interviews with parents and teachers showed that they share the challenges in the regular payment of the salary to PTA teachers. Teacher A attributed the cause to parents: "*When it comes to parents, we normally ask them to bring money so that we can pay the PTA teachers. But the response has not been that good*." (interview 8: 22). The parents interviewed also shared the view, for instance, parent A explained that "*PTA teacher, they're not getting salary well. Because many parents did not bring their fee very well. Yes, others they are not getting the money to bring to school so that the this our PTA teacher, they can make money, they don't have that money. Our head teacher started looking here and there to give them (supplement the salary gap)*" (interview 10: 18), while parent B stated that "*Of course, the parents are supporting PTA teachers, but*

support to those teachers of course is not well, money lacking. Financially paying very few." (interview 11: 20).

Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation

In terms of teacher attendance and engagement in teaching, according to the teachers' attendance register at public school B, the teacher attendance rate in Term 1 and 2 in 2018 is roughly 95%. However, the observation of the classes indicates that there are delays in the start of the classes and sometimes there is no teacher in the classroom especially during the morning prep time and some classes in the afternoon (field notes 57, 58, 59, 61, 62 and 75). There is no record for Saturday and Sunday classes as they are unofficial remedial classes, but the observation and the interviews with teachers suggest less than half of the teachers attend these weekend classes.

The interviews with parents and teachers suggested that teacher attendance and engagement are considered well in general but with an exception for a few particular teachers. While the head teacher pointed out that teacher commitment in teaching is above average in general but there are a few teachers who still cannot concentrate (interview 7: 9), the views of parents align with his view, for example, parent B stated that "*Attendance is well, but lateness there are some who comes late. … Especially those ones deal with class one class two they have a problem there. We have some teachers when students were in nursery, they were very sharp but when they entered to class one, their performance becomes low, they have not educated in a good way, so for those classes, we need to improve*." (interview 11: 16 and 24). Meanwhile, teacher B blamed the situation where the teachers' commitment is disturbed by parental support to school and limited student engagement: "*Teachers are committed, yes. But now, for example, if we don't have anything to cook here, children then have to be sent home, the children will go*

home, the teachers will stay without the children to teach. So you see, teachers are committed because they come here to school every day. Literally, someone has a genuine reason. They always come here to teach. So teachers are committed." (interview 9: 30).

When it comes to teacher continuation, while TSC teachers usually move schools every 5 years due to the regular school transfer by the government, the interviews with parents and teachers showed that the school is facing a challenge for retaining PTA teachers at the school due partly to insufficient financial resources. Teacher A articulated the issue: "*For sure our PTA teachers, because parents pay, you know, somebody will be here for a whole year. But the payments are not made for this, this teacher face problems. So that is a problem on our side. If parents had given enough funds, then we would have kept all these teachers here. So you'll find them most of them just moving to other schools looking for greener pastures*." (interview 8: 34). Meanwhile, parent B explained that "*TSC teacher continuation is well. But PTA teachers, some runaway, because of money (payment)*" (interview 11:26) and he added his understanding for the situation of PTA teachers: "*I think it's reasonable because of the payment, and they are aware (that they cannot stay in this school long). PTA teachers are trying their best to help this school but they cannot continue, they are temporal*." (interview 11: 28)

Aspect 2-2: Learning practices

Aspect 2-2-i: Student attendance, engagement in learning, and continuation

According to the school record, the student attendance rate in public school B varies in grades but ranges from 80% to 95% in Term 1 and 2 in 2018. When a student is absent from school for a while, the head teacher works with the local chief or the assistant chief and visit the student's home to check the situation and talk to the parents (field notes 14, 25 and 26). Some students come to school as early as 7:00-7:30 to work on morning preparations before the first class starts. Students usually stay at school until around 15:00-15:30 for grade 1 and 2, 16:00-17:00 for grade 3, 17:00-17:30 for grade 4, 5 and 6, and 17:30-18:00 for grade 7 and 8. However, there are some occasions when lower primary students leave school before lunch and do not come back after lunch (field notes, 4 and 92), also when some of the upper primary students come back late from lunch or do not come back at all. On Saturdays, around 70-90% of the students in Grade 4-8 attend classes. While grade 4, 5 and 6 finish school before lunch, grade 7 and 8 finish at around 15:00.

While there is a mixture of views among teachers and parents on student attendance, it is commonly recognized as a challenge that there are some cases when students remain absent from school for more than a week or two. In solving the issue, teacher B stated a need for sensitization of the importance of education to the parents in the community (interview 9: 32). She also added that an extension of the feeding progmramme from grade 7-8 to grad 1-8 would encourage students stay at school and help them concentrate on their study (interview 9: 32).

The observation of school activities and the interviews with stakeholders revealed that students' engagement in learning is frequently disrupted by various issues. For example, students are regularly sent to fetch water from the spring for drinking, cooking, cleaning, and other purposes (field notes 5 and 43). In addition, 2 to 3 of the grade 7 or 8 students usually help school chef cook breakfast for teachers and lunch for teachers and students (field notes 5 and 31). Furthermore, when students do not pay fees charged or do not bring food requested at school, they are sent home to collect them (field notes 8).

According to the head teacher and teacher B, there are some students with a high level of commitment in learning (interview 7: 10, interview 8: 46 and interview 9: 36), however, both teachers and parents see it as a problem that there are also some students with a low level of commitment in learning. Teachers mentioned that a lack of breakfast or/and lunch at home affects students' concentration on learning in general (field notes 7 and interview 9: 32), and they also blame parents' attitudes and their little support for learning: '*The only problem we have I think parents are not helping us because they think teachers will teach the children and they have no role at home. We always give students some homework. But you will find some of them come in and they have not done that homework. You will find that out the parents don't take time. They don't sit down with their children actually to see what they are learning in school*' (interview 8: 46). Furthermore, teacher B stated that 'they (students) don't take any seriousness in their education. Because after all, they've been told that by the parents, they're going nowhere. So some are committed, … but others are just there (at school) to pass the year and get their examination results.' (interview 9: 36). Meanwhile, one of the parents blamed teachers for not helping students concentrate on their study: '*There are some students not busy studying, they are not forced (by teachers) to study well. There are some students who are ignored by the*

teachers, they are not forced (by teachers) to study. Some teachers are not having a good example practice to help the children learning' (interview 11: 36).

Regarding student continuation, while almost all grade 1 students are straight from the pre-primary section of public school B, for grade 2 and upper grades, there are some students transferred from neighbouring schools. According to the school record, roughly a half of the students in grade 7 and 8 experienced school transfer, i.e., they were originally enrolled to another school but moved to public school B, 21 students out of 43 students in grade 7 and 21 students out of 39 students in grade 8 (field notes 90). According to the head teacher, the school has a policy to admit students from neighbouring school regardless of their background – 'when students' performance is bad, children become reluctant to go to school. When parents are asked to repeat the same grade or quit school, they tend to choose school transfer. We have a policy to admit students regardless of their background. When we look at KCPE result, it is not as high as neighbouring schools, but if we don't admit these students, they could stay home all day, do early marriage, become a robber.' (field notes 15). At public school B, repeating the same grade is allowed only if parents and teachers agree to do so, but a forced repeating is prohibited by the government (field notes 78). This also means that, according to teacher B, students who are willing to proceed to the next grade can do so regardless of their academic performance: '*a pupil is not forced to repeat, you repeat when you want to. … any child who wants to go to the next class is allowed. It is 100% transition (when one is willing to proceed to the next grade). They just move to the next class*' (interview 9: 34). The head teacher explained the challenges he faces that 'sometimes a child is too weak and repeating does not help, for example, we have a child over 16 years old who has transferred several schools and repeated, so at this school, we promote him to next grade instead of continue repeating.' (field notes 98).

The teachers interviewed in the research consider the school transfer practices affecting students' regular promotion and continuation as a challenge for improving the academic performance of the school. For example, according to teacher A, '*parents always bring their children to the school, especially in class 1, 2 and 3. But the moment they feel that their child can read, their child can do ABCD, they transfer that child to other school, and we always receive children from other schools, maybe they were forced to repeat in that school. And the moment they come here, they improve their performance, you will find them being taken back to the school they used to be so that is a challenge to us. .. in class eight, we have received around two, or three, from other schools. At the same time, we've had our best students from class seven and eight, they have been taken to other schools. ... the parent has decided to take the student to the other school ... the neighboring schools will always take the best (-performing students). That's why if you go to a school like performing school, if you look at the number of pupils in the class seven, six, five downwards, you'll find that the population is too high. But the moment they reach to class eight, the number drops. So they will always take the best (-performing students), the remaining ones are sent to our school. And when they come here, we just register them*' (interview 8: 40 and 42). Meanwhile, one of the parents mentioned that she is satisfied with the current situation even though there are school transfer practices and repeating: '*there are some students running away going to another school. Also, we have repeaters, there are some (students) repeat the class. But I am satisfied*,' (interview 11: 34).

Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams

Students' progress in learning is regularly monitored by homework assigned to students. In grade 7 and 8, a daily homework is given for English and mathematics, while homework for other subjects is given once a topic in the subject is covered, which is about 1-2 time a week. From grade 1 to 6, in general, homework is given twice or three times

per week for English and mathematics and 1-2 times a week for other subjects (field notes 100). Teachers usually check homework in the class or during their free time when they do not have a class.

There is a mixture of views among teachers and parents on the current situation of assigning and checking homework at public school B. The teachers interviewed in the research mentioned some challenges they face, including a lack of material resources such as textbooks and exercise books which makes teachers write down homework on blackboard all the time and limits the time for checking homework (interview 7: 12 and interview 9: 38); and a lack of supportive home environment to work on homework: according to the head teacher '*Some of these pupils have challenges at home. They leave school, maybe five in the evening, go home, they're the ones to do the housework, go fetch water, prepare vegetables cook, so the children don't do their homework. So in the morning, when you want to check, maybe a third of them have done the homework, the rest have not*' (interview 7: 12), while teacher A also added '*the challenge is that our parents don't look at their children well, that is the main challenge. So, you will find that a child will go home will do the assignment, but the parent will not look at it. And sometimes because these children some of them are cheeky, they will go home, do not do that assignment, then run to school very early in the morning and just come and write whatever with even not looking at the equations you have asked them yesterday. So that even if the teacher will come and check their assignment, they will show the teacher that I tried to do this assignment, but you know, he will just doing it in that manner. Not serious with the assignment*' (interview 8: 48). Meanwhile, some parents like parent A see no problem in homework practice (interview 10: 32), others such as parent B blamed some teachers for not giving homework on a regular basis: '*Some teachers work well. You can see a child when they arrived at home is busy to do the assignment. But other teachers they just leave it, they don't give assignments to children*' (interview 11: 38).

Public school B has a regular exam and feedback system to assess students' progress but with some differences in frequencies across grades. From grade 1 to 5, students have two exams per term (mid-term and end-term exam), while from grade 6 to 8, students have three exams per term. In addition to these regular internal exams, grade 8 students have some external tests such as county-wide / sub-county-wide KCPE mock tests (field notes 101). Consequently, grade 8 students had 7 exams in 3 months period of Term 2 in 2018. After exams, results are released in an assembly at the school ground, where a few of the highest performing students are honored and given a prize such as a set of biro pens with a case and an exercise book (field notes 88), then the head teacher gives comments on the results and encourages students to aim higher marks in the next exams (field notes 19). At the end of every term, exam results are reported to parents with a report card. Parents are expected to review and sign the report before students bring it back to school at the beginning of the next term (field notes 101).

The interviews with parents and teachers revealed that there is a mixture of views among teachers on the exam and feedback practices. While some, such as teacher A, parent A and parent B, find the exam system is working well (interview 8: 50; interview 10: 36; and interview 11: 40), others see some challenges. For instance, the head teacher finds a challenge in securing enough exam papers: '*big challenge, you will find that many times when we are sitting an exam, we always have our children to share (exam papers). Because when you ask parents to pay for the exam, you will find that maybe only two thirds of the parents have paid, the rest have not paid, and we cannot exclude those who have not paid and say they will not get exam. … And you see that sharing it cannot give you a very true picture, as they can copy answers*' (interview 7: 16). In addition, he also

see a challenge in parents' attitude toward exams: '*with a low level of (parents') education, there is low level of literacy in the community. Parents don't even know even when their children have done the exam. When you ask parents to come here to check and see the results, they don't come. … And when we ask the parents if you saw the (test result) report, the parents don't often see it, so that feedback is still a problem*' (interview 7: 14). Furthermore, parent B stated that the frequency of the exams for grade 7 and 8 needs improvement: '*It is only through exams that you can know how these pupils perform. So in this school, I can even say that that class eight exams, they should be given the exams regularly, they should get used to answering the questions you revise, which should be done regularly. Class seven also should be given regularly. But I feel it is not enough*' (interview 9: 40).

5-4. School management and parents' and teachers' views

Aspect 3-1: Leadership role in school management

Aspect 3-1-i: Leadership role of head teacher in school management

Public school B is led by a male head teacher in the 50s who joined the school in 2011. At the time he joined the school, there were classes from standard 1 to standard 6 only. As the school continued to expand to standard 8, he administered the first KCPE tests in the school in 2013. Since then, he has experienced 6 KCPE tests in the school as a head teacher. He has been working as TSC teacher for about 30 years and experienced senior teacher and deputy head teacher in public schools before transferred to public school B. In addition to his role as a head teacher, he teaches the subject Social Studies and Religious Studies at standard 6 and standard 7 due to a teacher shortage. His leadership role in school management could be found in the following two aspects: management of teaching and learning, and management of parents and BOM. While he is involved in administrative and financial work of the school, he is not involved in fundraising or resource mobilization work of the school.

In terms of management of teaching and learning, the head teacher encourages teachers to follow good teaching practices on a regular basis. For example, at a staff meeting he shared insights from his visit to other schools highlighting that a high level of performance can be achieved despite a shortage of textbooks, and reminded teachers to keep classroom clean; prepare lesson plans and share with the senior teacher; ensure reporting time; fill in student registry regularly at classroom but not in the staffroom; record teachers' attendance in the attendance book; engage in teaching, stay in classroom and do not spend too much time in staff room unless you have to otherwise you are at school but technically you are absent; and finally mark assignment regularly at the

entrance of classroom so that you can see your class (field notes: 48). In the interview with the head teacher, he mentioned his challenges in managing some teachers: teacher commitment in teaching is above average in general but there are a few teachers who still cannot concentrate (interview 7: 9).

Meanwhile, as the secretary of the BOM, the head teacher is also involved in the management of school activities with parents. His main leadership role in the BOM includes setting up regular BOM meetings on a termly basis, preparing a proposal for the use of the BOM's funds, and monitoring the implementation of programmes approved by the BOM such as the supervision of PTA teachers. In the interview with the head teacher, he stated some of the challenges he faces in managing parents. These include, for instance, in addition to parents' low attendance rate at BOM meetings, some parents are demanding but not supportive of school activities, "*they put a lot of pressure on the head teacher. … when they get these children from other schools, they bring them here. They demand that you admit their children, because this is our school. … when the parents fail to pay exam fees, they hate to tell us. So it's up to me to find a way to ensure that exams take place whether parents have paid or not*." (interview 7: 20).

His leadership role has received neutral evaluation from teachers and positive evaluation from the parents. Both teacher A and teacher B mentioned that there is no problem with his leadership (interview 8: 54 and interview 9: 44), while the parents interviewed appreciated his leadership, for instance, parent A stated that *"His management is good. Yes. That's why I bring my children. … When we come here, but cannot pay school fees, you can come and tell it to the head teacher, tell him to wait and let me go and look for money to bring in. The head teacher really hears you (understands you). And this school*

is good because it is here for this community. We come here, our children learn here very well." (interview 10: 44 and 46), and parent B mentioned that *"Head teacher, when he came here the exam performance was very low, but now is becoming higher. He is very well aware and he knows the financial problems of our parents, he knows the financial situation we are in."* (interview 11: 44).

5-5. Academic performance and parents' and teachers' views

Academic performance at KCPE 2014-2018 and KCPE mock test in 2018

Table 12 and Figure 7 present the changes in the KCPE school mean score of public primary school B from 2014 to 2018 in comparison with the KCPE sub-county mean score in the same period. While the school mean score fluctuates over the years, it has been consistently lower than the sub-county mean score in the last 5 years. However, compared to the sub-county mean score which remained almost unchanged during this period, the school mean score is in slight upward trend with some fluctuations. According to the official KCPE results obtained at sub-county education office, the school mean score 219.90 in 2018 was the second from the bottom (31st highest school mean score) out of 32 primary schools in the eastern sub-county (including registered public schools and private schools, plus one unregistered school, private primary school B).

Meanwhile, Table 13 and Figure 8 show the shifts in the performance of public primary school B at KCPE mock tests and KCPE over 2018 in comparison with the sub-county mean score. The school consistently scored significantly lower than the sub-county mean score over the period. The gap between the public school B mean score and the sub-county mean score remained almost unchanged in 2018: while the gap marginally decreased around 38 to about 33 between term 1 and term 2, it then slightly increased from about 33 in term 2 to roughly 43 in term 3. It suggests there was no significant progress in learning at private primary school A compared to other schools in the area.

Table 12: Public primary school B KCPE mean score from 2014 to 2018

Year	2014	2015	2016	2017	2018	Mean score 2014-2018
School mean score	201.72	222.04	207.53	228.68	219.90	215.97
Sub-county mean score	261.03	255.58	255.75	257.47	262.72	258.51

Source: official KCPE results obtained at sub-county education office

Figure 7: Public primary school B KCPE mean score from 2014 to 2018

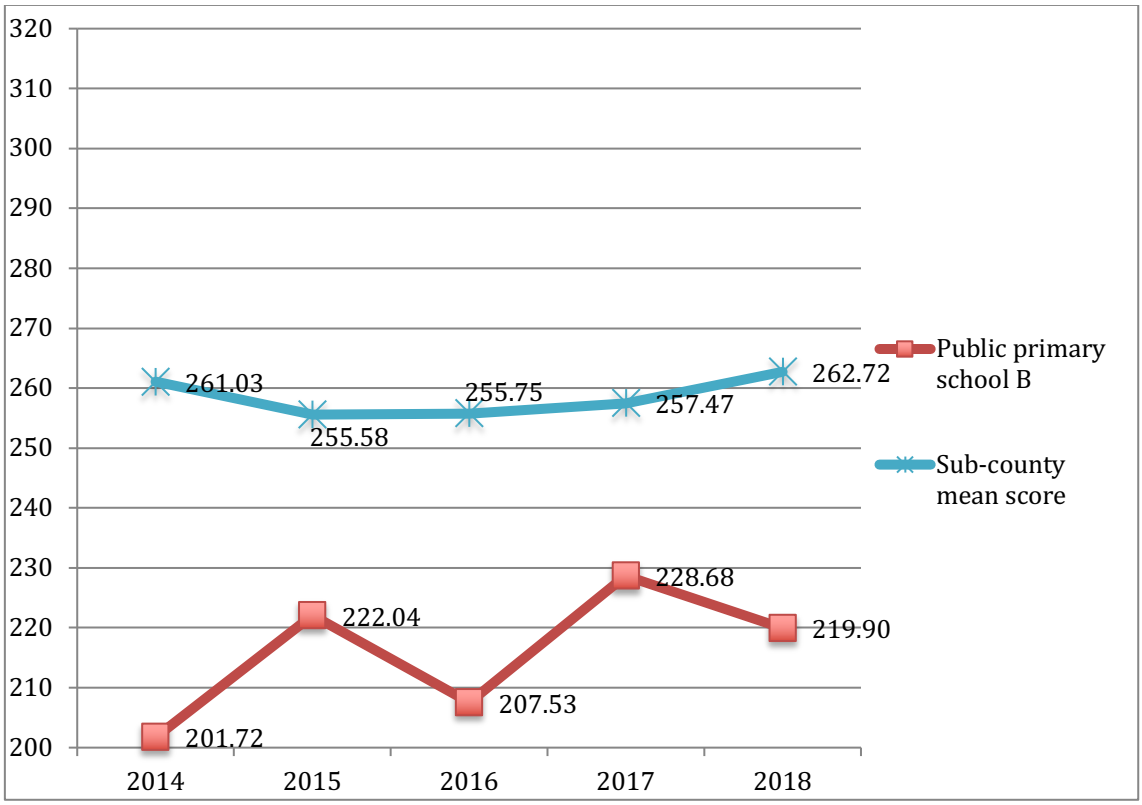
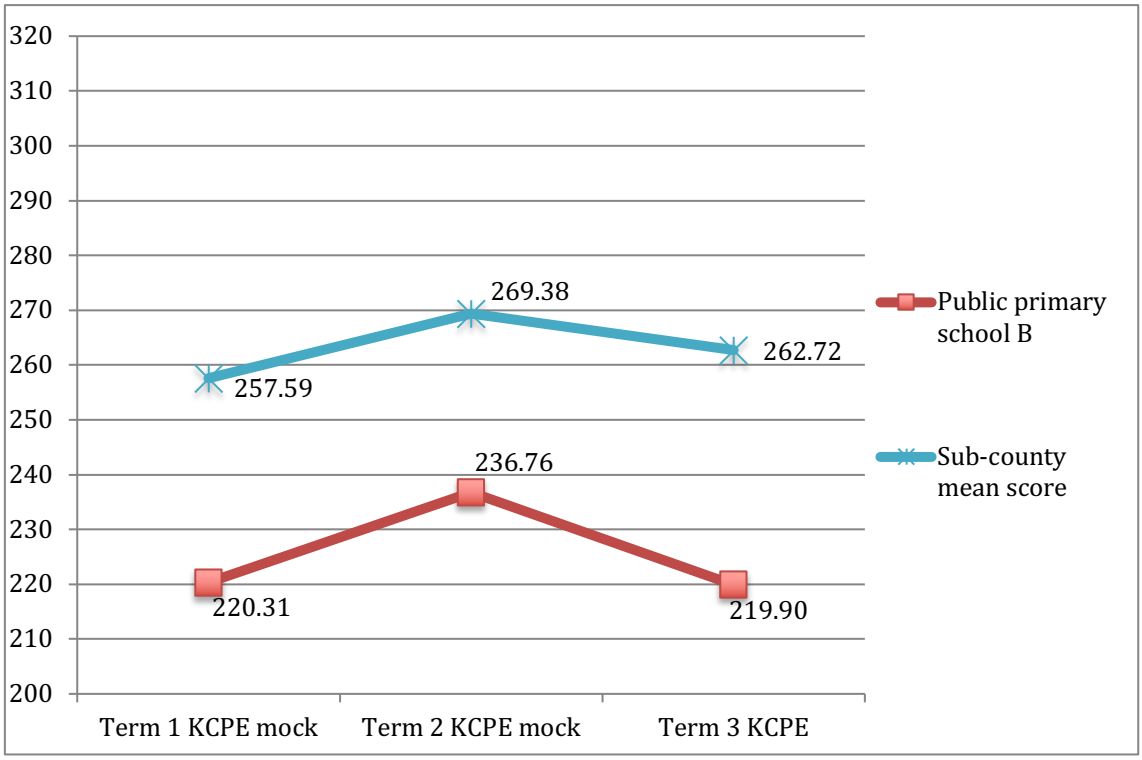


Table 13: Public primary school B KCPE mocks and KCPE mean score in 2018

	Term 1 KCPE mock	Term 2 KCPE mock	Term 3 KCPE	Mean score 2018
School mean score	220.31	236.76	219.90	225.66
Sub-county mean score	257.59	269.38	262.72	263.23
Position in Sub-county	30 / 33	31 / 35	31 / 32	NA

Source: official KCPE results and KCPE mock results obtained at sub-county education office

Figure 8: Public primary school B KCPE mocks and KCPE mean score in 2018



The academic performance at public primary school B received a mixture of positive, neutral and negative evaluation and low expectation from the teachers and parents interviewed. Teachers working at public school B consider its performance is not good. For example, while teacher B viewed the student performance below the average (interview 9:2), teacher A pointed out the language issues affecting the performance: *"It's not that well, good. The children, some, some are average. Others are not that good. I think the problem we are having here is most of our children don't understand English. As exams are set in English. So when you teach them and to explain to them in Swahili, they understand better."* (interview 8:2). Meanwhile, the parents interviewed viewed the performance differently. While Parent A mentioned that the school performance is good (interview 10:2), parent B regarded it somewhere in the middle (interview 11:2).

5-6. School improvement process from the perspectives of parents and teachers

The interviews with parents and teachers at public school B revealed their views on how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance. First, both parents and teachers mentioned the importance of teaching and learning practices in improving academic performance. For instance, while one of the parents associated student homework practice with improvement in academic performance (interview 10: 4), teacher A stressed the need for more frequent exams for improving students' academic performance (interview 8: 6). Meanwhile, some teachers perceive that student continuation, especially school transfer practices and promotion practices without strict performance requirements, has impeded achieving higher academic performance, i.e. the school accepts low- performing students from neighbouring schools and allow them to move to next grade even though the student performance is not satisfactory meeting what is expected for the grade level, while high-performing students transfer to neighbouring schools (interview 7: 4 and 22; interview 8: 40, 42 and 44).

Secondly, the parents and teachers interviewed recognised the need for increasing external support to school for improving teaching and learning practices. For example, some parents and head teacher see the shortage of external support to employ enough teachers as an obstacle for better teaching practices, while they also mentioned it is necessary to increase the availability of learning materials such as textbooks, storybooks, and exercise books so that students can work on homework without any obstacles (interview 7: 4; interview 10: 6; interview 11: 4 and 6; fieldnotes 95).

Lastly, it must be pointed out that the characteristics of schooling mechanism at public school B are to some extent defined both by the village context and school setting, whilst there are also dynamic interactions and feedback loops among different aspects of schooling mechanism. For instance, the teachers interviewed blamed the community context and parental attitude towards education as key constraints for improving students' engagement in learning and their performance. According to teacher B, *'the parents, the community here is not responsive to education. … the community has to be sensitized on the importance of education…. They have to be told and encouraged, you know, most of them are poor. So maybe parents tell the children that even if you do well in the exam in your class, you're not going to any secondary school, you just sit with us here. So they (parents) let the learners relax. They (students) say, "my father said that I'm going nowhere. Why am I supposed to work hard? Let me just relax". So our community has to be sensitized. Yeah, that is a major problem that we have.'* (interview 9: 4 and 6). Negative parental attitudes towards education also constrained head teacher's leadership role in school management, while limited availability of the support from parents impeded teaching and learning practices, as exemplified in the situation that a shortage of exam fee payment by parents results in less frequency of exams and the exam papers being shared by more than one student (interview 7: 20).

Chapter 6. Case analysis 3: Private primary school A

This chapter presents the details of private primary school A, a registered low-fee private school (LFPS), as the third standalone case in the research. It is structured in the same way as the other case study chapters to present the following key dimensions of schooling based on the conceptual framework:

1) School setting: history of the school, school location, number of teachers and students, school facilities, and other key characteristics of the school;
2) External support to school and parents' and teachers' views;
3) Teaching and learning practices and parents' and teachers' views;
4) School management and parents' and teachers' views;
5) Academic performance at KCPE between 2014 and 2018 as well as KCPE mock tests in 2018, and parents' and teachers' views; and
6) The process of school improvement from the perspectives of parents and teachers: how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance.

6-1. School setting

The school started as an Early Childhood Development (ECD) center in 1996 as part of the Overcoming Faith church's community activities, in the church's com. At that time, the students who learned at the ECD centre had to go to another school to be admitted as standard 1 as the centre did not have the primary section. The owner of the centre had a vision to expand the ECD education and start providing primary education. The vision was supported both by the church and the community members. With financial support from the church, the community including parents prepared the materials for school buildings and provided labour to build the classrooms (interview 13: 6). In 2003, the centre became an unregistered private primary school and started to accept standard 1 students. The school kept expanding over the years, and in 2010, the first KCPE candidates from the school took the national exam, although they had to register to another school because the school was not officially recognised by the government then. After a series of inspections by the county government, the school was finally registered in 2014 as private primary education institution, and it became a KCPE centre in 2015 where class 8 students can take the national exam at their own school.

Private school A is located about 3 km away from the main tarmac road connecting Mbale, the capital town of Vihiga county, and Luanda market, the biggest market in the county. It is located by an unpaved road which links the main tarmac road and Luanda market, which is about 4 km away from the school. The location gives an easy access to the market compared to other 3 case schools. From Private school A, public school A is about 3 km away, public school B is about 5.5 km away and private school B is about 5 km away.

Table 14 presents the number of students and teachers at private school A at the beginning of term 2 in 2018. While the school stated with about 20 kids and 3 teachers in 1996 as an ECD centre, there is a total of 136 students, 69 boys and 67 girls, and 10 teachers including the head teacher. Out of the 10 teachers, 6 of them are trained and qualified teachers while 4 other teachers are untrained teachers. They are all employed and paid by the church organisation which runs the school. Furthermore, the school has pre-primary section, which has 50 students and 3 teachers in 3 classes. At private school A, both the number of teachers and student population are declining. According to one of the teachers interviewed, this is due partly to the fact that the decrease in the support from the private sponsors have made parental support increase, and also that the delay in teacher salary payment have made teachers leave the school and the frequent recruitment and turnover of teachers have had negative image for parents.

Table 14: Number of students and teachers at private primary school A, Term 2, 2018

	Grade	Male	Female	Total
Number of students	1	10	19	29
	2	10	11	21
	3	15	8	23
	4	9	8	17
	5	9	8	17
	6	0	3	3
	7	7	4	11
	8	9	6	15
	Total	69	67	136
Number of teachers		8	2	10

The school has 2 classrooms for pre-primary section and 5 classrooms for primary section. In addition, it has head teachers' office, and teachers use some of the rooms in church as staff room, staff's storage room, and staff dining. The church sponsored the renovation of the kitchen in 2018, while the school also has a functioning water well in

the middle of school ground and a toilet block used both by students and teachers. The school originally started with 2 classrooms, and it has expanded over the years and bult new classrooms with support from private sponsors brought by the school owner. However, both the teachers and the parents raised the needs and financial challenges for repairing and maintaining these school buildings during the interviews.

6-2. External support to school and parents' and teachers' views

Aspect 1-1: Supporting body and contents of support

Aspect 1-1-i: Financial and non-financial support from parents

While school fees in public primary schools were abolished after the introduction of free primary education policy in 2003, private primary schools collect school fees from parents. However, at LFPSs like private school A, school fees actually collected from parents are smaller than those collected at public schools, noting that it is different from what is charged to parents as we shall see below. Financial contribution charged to parents at private school A includes schools fees and exam fees. School fees for grade 1-3 are 1,500 Kenyan Shilling per term, while school fees for grade 4-8 are 2,000 Kenyan Shilling per term. According to head teacher, out of 186 students, only 3 students paid in full, 22 students paid partial amount, and the rest of the students have not paid at all as of the end of term 2, 2018 (field notes 37). Parents are also charged 50 Kenyan Shilling for exam paper. While parents are eager to get the children assessed, some of them are unable to pay exam fees all the time. In one of the exams in July 2018, roughly 70% of the parents paid the exam fee (field notes 46). When parents are not able pay exam fees, in some cases, the church organisation pays and fulfills the gap (ibid). Although private school A has Saturday remedial classes, the school does not charge fees for the weekend classes.

Meanwhile, parents are also required to provide non-financial support to school. For instance, parents must provide school uniform and learning materials such as exercise books, pencils, and mathematics instruments (field notes 36 and 49). In addition, students at all grades are require to bring 4 tins of maize and 2 tins of beans per term for the school feeding programme, though, according to head teacher, less than half of them has brought the food to school as of July 2018 (field notes 36).

Students are repeatedly reminded to bring these financial and non-financial contribution at the weekly morning and evening assembly (field notes: 21, 29 and 52), while parents also receive a reminder at parents' meeting (field notes 84). When students at private school A failed to make full financial and non-financial contribution, they are still allowed to stay at school. In 2016, some high-performing students transferred to neighboring public school after they were told to go back home when their school fees had not been paid. After this incident, which resulted in a sudden decrease in the student number in grade 4, the school manager decided not to send children back to home when school fees are not paid (field notes 45).

The interviews with parents find that they face socio-economic difficulties in making sufficient contribution even though they are willing to support their children and the school. For example, one of the parents stated that '*when I have the money, I can pay for some amount. Because the school management realizes that I am a widow, so, when it comes to payments, they allow remission…. When we get the money, maybe if there is something at home to sell at home, it goes to the extent that, maybe waiting for a hen to lay an egg, I pick it up, take it to the store and get money, so that maybe you can get a textbook or even a pencil. When I do not have something to sell, then it just goes that. Unable to afford, I cannot sell anything that is in the house*' (interview 15: 18 & 20).

The interviews with teachers find that they perceive the support received from parents is poor and that they have a low-level of expectations on parental support, while at the same time they showed their understanding of the parents' socio-economic challenges. For example, teacher A stated that '*they're supposed to bring in four tins of maize and the two*

tins of beans, but, if you go through the records, out of all these, you'll find only 10 or 15 brought 1 kg or 2. They are supposed to pay something small to chip in while most of them are orphans and they are unable to pay. So, that makes us not to chase the ones who have not paid. The school owner does not want us to send children back home (for collecting fees)' (interview 13 :14). Meanwhile, head teacher mentioned that it is difficult to obtain parental support because some parents do not value education and school activities: '*majority is not willing to support the school. Some parents don't come to school meeting. Some expect to receive something. Some cooperate, but majority does not. Parents in this area are difficult to manage. Orphans' single parent, poor, so unable to pay school fees. When we call for a meeting, they do not come as they are busy with their work*' (field notes 92). Furthermore, parent B pointed out that some parents wrongly expect private donors to cover school activity costs and avoid taking their responsibilities: '*the parents are supposed to pay fees, because this is a private school. But something funny with this school is that the parents assume that this is a charity institution. So there is somebody who should pay teachers, there is there's a sponsor who should pay teachers, there is a supporter who should feed the children. So the parents really are not doing what they should do. … So the parents, we have some who are trying, but the majority are not, are not responsible*' (interview 14: 12).

Aspect 1-1-ii: Financial and non-financial support from the government

As a registered private primary school, private school B receives limited support from the government which does not include any financial support but only non-financial support. The limited non-financial support includes the followings: regular inspections at least once per year at the time of KCPE and irregular visit once or none per year (field notes 88); irregular immunization/deworming campaign for students (interview 14: 14); and

invitations to teacher seminar, workshop, and in-service training every term - While the costs of transportation and lunch for public school teachers are supported by the government, those for private school teachers are not, hence attendance depends on the availability of funds (field notes 60). In addition, students cannot take any official external exams at private school A because the school is registered as an official exam center.

Both the parents and teachers interviewed at private school A expressed their dissatisfaction with the availability of government support and their desire to receive more support. For instance, parent A commented that '*there is no government support. it's not our favor. The government should also help us. We really need the government support, sponsorship, however little that is. I'm hoping the government can help us. I'm not happy with the government support because the government doesn't really help*' (interview 15: 30). Meanwhile, teacher B pointed out the government should provide teaching and learning materials to private schools as it does to public schools: '*we don't get any support from the government completely nothing. If you really go to seminars, whereby we have textbooks, the coursebook to be given to all schools, the government chooses, the, the books are taken to, given to public schools, and we private are not given. So it may be to just purchase them, which is sometimes hard. That's why you have very little or less textbooks. So the government doesn't help, especially the school, we don't get any help from the government. ... We aren't satisfied because the government which should be helping us get the learning and teaching materials are not helping us at all.*' (interview 14: 14 and 20).

Aspect 1-1-iii: Financial and non-financial support from private donors

Private school A receives a variety of financial and non-financial support from private donors and their contribution works as the main source of funding for school activities. Financial support from private donors includes teachers' salary and exam fees. Teachers working at private school A are paid by the supporting church organization, regardless of their qualification status or teacher training experience (filed notes 95). Meanwhile, the church organization also supplement a portion of exam fees when some parents are unable to pay (field notes 46). However, according to the teachers, the support from private donors is decreasing since 2016, and teachers are experiencing irregular and partial payments of their salary, which has further affected teaching and learning practices: '*a problem came in 2016, towards the end of 2016, whereby the manager not paying salary for the teachers, that's had somebody who was helping her to pay, and then that person, his wife got seriously sick. So he could not help her with sending funds for paying teachers, so that we experienced mass exit of teachers. And then, since, last year, so the parents discovered there weakness, and they saw maybe some subjects were not taught well. And then they transferred their children*' (interview 14: 8).

In addition to financial support, private school A also receives the following non-financial support from private donors: Teaching and learning materials such as textbooks and exercise books (field notes 79 and 82); food for the school feeding programme (interview 12: 216-217); construction of school buildings (field notes 54); mobile clinic services – the church organization sends a mobile doctor to school every Wednesday, and students and their siblings are diagnosed by a doctor and receives medicine when needed (field notes 10 and 83); and school shoes for student to avoid foot disease (field notes 42).

The interviews with parents and teachers present that there is a mixture of views on the private donors' support. While private donors' support as well as the school owner's efforts for obtaining the support is appreciated by the stakeholders to some extent (e.g., field notes 80), teacher B pointed out that the support is not reliable and needs improvement: '*our manager who has worked, I've seen, is working so hard. But sometimes a human being tends to let somebody down. So maybe they, she can get a donor from out (external to the school), and then they sign a contract for maybe I'll be paying your teachers for five years consecutively. So in that donor, it is somewhere, maybe he does it for the first year without failing. And then the second year, maybe he changes his or her mind. So it has been really a struggle for her to get money to pay the teachers….. It needs to be improved, because the teachers, their needs are not being satisfied. Well. And when you have an empty stomach, you cannot work on to the fullest. Yeah, you tend to be stressed up here, and maybe I don't have even supper for my children. Most of them are parents. Yeah. And then you delay a parent for three or two months, then the family back at home has a problem. So the teacher cannot deliver to the fullest in class*' (interview 14: 8).

Aspect 1-2: Availability of teaching and learning materials

Aspect 1-2-i: Availability of teaching and learning materials

Private school A relies on its private donors for the supply of teaching materials while learning materials are provided both by private donors and parents. Although there are some differences in the availability of textbooks across different subjects and grades, in general, 2-4 students share one textbook in lower primary grades and 3-10 students share one textbook in upper primary grades. It is common in the school that when there are not enough textbooks, one of the students or a teacher write down the contents of the book on the blackboard for other students to copy them on their exercise books. Apart from textbooks, the school receives teaching materials such as chalks, blackboards, teachers' guidebooks, charts and maps from private donors through the church. When there is a shortage of these materials, the head teacher asks the school owner for support, but the actual provision depends on the availability of funds from private donors. While the church occasionally provides learning materials to students with support from private donors, parents are primarily responsible for providing learning materials for their children. However, due to limited availability of the exercise books, some students use one exercise book for different subjects.

The interviews with parents and teachers found that they both are not satisfied with the availability of teaching and learning materials. The limited availability of teaching materials was recognized as a problem both by parents (interview 15: 36 and 40) and teachers (interview 13: 26; and interview 14: 20). Teachers mentioned that they try to improvise with available materials (interview 13: 26) but it is difficult to give homework to students without textbooks (interview 14: 20). One of the teachers blamed the government for its limited support: '*We aren't satisfied because the government which*

should be helping us get the learning and teaching materials are not helping us at all. And then the manager is trying as much as she can, to at least supply us with textbooks. … they are not enough at all. So a teacher gets it hard even to give homework because he or she does not have the required textbook.' (interview 14: 20).

6-3. Teaching and learning practices and parents' and teachers' views

Aspect 2-1: Teaching practices

Aspect 2-1-i: Teacher qualification and compensation

Private school A has 6 trained and qualified teachers and 4 other untrained teachers in the primary section. They are all employed and paid by the church organisation with support from private donors. Teachers' background can be classified into three: those who had worked as TSC teacher and retired or quitted due to personal reasons (3 teachers); those who are trained at TTC and qualified but now waiting to be employed by the TSC (3 teachers); and those who are in a TTC but taking a leave to save funds for school fees or those who are aiming to join TTC and preparing funds for it (4 teachers). As the school is registered with the government, they sometimes receive an invitation to teachers' in-service training such as workshops. According to the head teacher, while public school teachers receive support from the government to attend these workshops e.g. costs of transportation and lunch, private school teachers do not receive such support and hence the attendance depends on the availability of funds at the school. In terms of compensation, according to the interviews with teachers and the school owner, almost all teachers have experienced a delay or/and partial payment of their salary.

The teachers interviewed expressed their dissatisfaction, for instance, both the head teacher and Teacher B stated the need for training: "*Any teachers should not teach without TSC number. We should be recognized by the Ministry of Education. because they may harm the child, they may have affairs with children, and run away*." (interview 12: 89-93), and "*Sincerely I'm not satisfied. Because when you're desperate, when we get desperate looking for a teacher, we'll go for anybody who can at least teach something (whether with or without qualifications) so that when the child goes back home, she or*

he will not complain that you're not taught a certain subject. So we tend to go for anybody who can fill that gap. Anybody who can fill that gap so that we don't have those complaints from (parents). … So when you are desperate you looking for a teacher, we tend to get anybody even from high school just immediately after high school form four, he or she can come to help us at least." (interview 14: 22). Meanwhile, when it comes to the payment of teachers' salary, teachers explained their struggles "*There is sometimes we taught 3 months without even a single cent. We are suffering. If we don't have that heart of teaching, then we can say let's leave. This school could have collapsed. Madam (the school owner) is aware we are teaching through the love you have for the children. That's why she is trying to get something for us. We are trusting one day, the God is opening a way*" (interview 12), while the school owner expressed her sympathy for the teachers: "*The teachers work hard. But I know sometimes I see their frustrations. Because, you know, you cannot teach without a teacher's guide. So sometimes they don't even have the tests for kids. That's very frustrating. They sometimes don't have a compensation for doing the work. But they don't give up. Sometimes no payment in the last three months. At home, they have family, children. I know it's frustrating*" (interview 18: 11).

Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation

In terms of teacher attendance and engagement in teaching, according to the teachers' attendance register at private school A, the teacher attendance rate in Term 1 and 2 in 2018 is roughly 90%. However, the observation of the classes indicates that there are delays in the start of the classes and sometimes there are classes with no teacher around especially during the morning prep time and some classes in the afternoon (field notes 13, 25, 51, 68 and 69). There is no record for Saturday and Sunday classes as they are

unofficial remedial classes, but the observation and the interviews with teachers suggest less than half of the teachers attend these weekend classes.

The interviews with parents and teachers suggested that there are different and conflicting views on teacher attendance and engagement among the stakeholders. Whilst some parents, for example, parent B considered the teachers are engaged in teaching well: *"Teachers are clearly dedicated and willing to teach and they're doing some good work"* (interview 15: 42), some teachers such as teacher B found it problematic: "*We need to improve. Yeah. We have some (teachers) dedicated to their work. And we have others don't have that dedicated. (Some) Teachers just come maybe to buy time and go home. So no giving homework, no, assessing the learners work, not staying in class for the required duration, some (students) miss lessons of which it should be told.*" (interview 14: 42).

When it comes to teacher continuation, the interviews with parents and teachers showed that the school is facing a challenge for retaining teachers at the school due partly to insufficient financial resources. According to the head teacher, in the last 10 years, 5 deputy head teachers have left the school due to limited amount of salary and delay in the payment, some of them left without notice (interview 12). According to teacher B, "*the least (shortest period) a teacher attended is like two years, when a teacher stays for maybe two years, and then he gets a place for (teacher) training, most of them go for training or some are employed by the government. We are trained teachers, these are trained, but when a teacher gets the TSC letter, he goes to be employed permanently by the government. So most of them leave because of the calling, letter from the TSC. Or maybe family conflicts (such as) when get married, a teacher may have to leave here*" (interview 14: 26).

Aspect 2-2: Learning practices

Aspect 2-2-i: Student attendance, engagement in learning, and continuation

According to the school record, the student attendance rate in private school A varies in grades but ranges from 80% to 90% in Term 1 and 2 in 2018. Some students come to school as early as around 7:00 but morning preparations usually start at around 7:30-7:45, just before the first class starts, and not all the classes have teachers in the classroom for supervising students (field notes 51). Students usually stay at school until around 16:00-16:30 for grade 1, 2 and 3, 16:30-17:00 for grade 4, 5 and 6, and 17:00-17:30 for grade 7 and 8. On Saturdays, students in all grades attend classes in the morning and leave school before lunch. The number of students who attend classes on Saturdays is similar to or slightly less than weekdays. The observation of school activities and the interviews with stakeholders revealed that students' engagement in learning is frequently disrupted by various issues. For instance, there are some occasions when the school's daily time schedule is not followed rigidly, and classes start late after the break because teachers come to class late after their breakfast and lunch (field notes 13 and 68).

The interviews with teachers and parents find that they both find little problem in student attendance and engagement. For instance, according to teacher B, '*for attendance, I think we don't have a trend that a pupil stays at home without permission. I've not experienced that case. Most of the learners, at least they come to school, unless they're sick'* (interview 14: 30). In addition, parent A explained how those absent from school are followed up: '*we have a problem with the absence of children, not all of them, of course, maybe only one or two (students) per day … whenever there is such a problem of absence, the teacher calls the parents. So that they can discuss the reasons why somebody's absent, could be because of sickness, because of some family problems like funeral at home, children*

cannot attend anyway.' (interview 15: 59). Regarding student engagement, teacher B commented that '*students are engaged in learning in a good way, despite the state of the classes, despite lack of (text)books, most of these children, maybe grandparents who cannot afford their exercise books for them writing, maybe children don't have pens for writing, but I see them just committed. They try as much as they can to be in class, and at least to get something, to have something new at the end of the day. When you give homework, they try and do, when you give assignments, they will work out and then they look for me wherever I am around, they bring the books for marking. So, they are committed*' (interview 14: 32). In addition, she also pointed out the importance of school meals provided to all grades and the flexible fee collection practices in improving student attendance and engagement: '*we provide lunch (for all grades), which maybe most of other schools don't, as they're not responsible. So the children will not be going home at lunchtime. ... So, they tend just to stick here (stay at school), ..., you never find a child going home for lunch, or going home to bring money for a certain thing, the child stays just here throughout the term throughout the year without being disturbed.*' (interview 14: 44-48).

When it comes to student continuation, while it is not common to repeat same grade in private school A, student continuation to next grades is affected by school transfer practices. According to the head teacher, the school usually receives 10-15 new students from neighbouring schools every year (field notes 98). He explains the background of school transfer practice in the following way: 'In public schools, class 8 has a smaller number of students compared to lower classes, that's a problem. At class 7, some are told to repeat the class because they are not performing well. Some students decide to leave school as they feel humiliated by the fact that their friends are in class 8 but they are not

and repeating class 7' (field notes 98). In addition, teacher B sees the school fee payment at public schools affect student transfer practice: '*in public schools, they have to complete their required amount of money, school fees, they have to pay it for maybe a certain debt, and when the parent doesn't meet the requirements, that's when you find him transferring the child from public to here.*' (interview 14: 48). Meanwhile, there are also some students who leave private school A to join neighbouring schools. For example, one of the teachers shared a difficult moment the school experienced: 2 years ago, the students in grade 4 performed best ever with the mean score above 250 marks out of 500 marks. However, some high-performing students transferred to neighboring public school after they were told to go back home when their school fees had not been paid. After this incident, which resulted in a sudden decrease in the student number in grade 4, the school manager decided not to send children back to home when school fees are not paid (field notes 45).

The interviews with teachers revealed that they find a problem in student continuation when students transfer to public schools as some parents believe that public schools provide better chance to go to secondary school when compared to private schools: '*some parents think that when a child steps in class seven, (he or she) should be transferred to a public school, so that he can get a good (offer) letter to (secondary school) Form one. … especially the best performers are the ones who are taken to other schools, especially the public schools. … (there is a) notion in Kenya, pupils in private school cannot get a good letter to go to high school. So the parents of the child in class seven, took the child to another public school, thinking that maybe after class eight KCPE, now the child will get a good letter to go to a good secondary school. … the parents should be told that they should be sensitized that a child in public or a child in private has equal opportunities. If*

it's a letter to go to, form one, the child in private gates a letter just as a child who performed the same in public school' (interview 14: 8, 10 and 30).

Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams

Teachers monitor students' progress in learning with regular homework. At private school A, daily homework is given for English, Kiswahili and mathematics, while for other subjects, homework is assigned once a topic in the textbook is fully covered (field notes 67). Homework is usually checked during the teachers' free time or at class and returned to students on the day of submission. The school has shared homework schedule with parents to monitor assignment and review of homework both by teachers and parents (interview 14: 34).

According to teacher B, homework practice is working well: '*It's working well because these children have been given homework timetables to take their parents. ... A parent will call (teachers) to inquire why my child has not been given homework, so that has made teachers now that their task is to ensure that they have given homework. And also when the homework is not marked maybe twice, the parent will now call you to inquire why are you not marking my child's book. So that has kept teachers on their toes, we have to give homework and we also have to supervise. Yeah, to ensure that it's being done, and it's being marked'* (interview 14: 34).

Private school A has a regular exam and feedback system to assess students' progress. All grades have monthly exams, 3 times per term in total, followed by revisions at class, while grade 7 and 8 have external tests in addition to these internal tests (filed notes 65). Although exams are usually bought from a company, zonal, divisional, sub-county,

county mock tests for grade 7 and 8 are provided by the government (field notes 100). Consequently, grade 8 students had 6 exams in 3 months period of Term 2 in 2018. After exams, results are released in a school assembly where a few of the highest performing students are honored with subject teachers, and then a full result sheet with details of each student marks is placed on the wall of classroom (filed notes 66; interview 12: 268-276). In addition, private school A uses report cards to communicate the exam results with parents: '*We have report cards, class teachers record the marks, recommend every subject (write comments), such as child got high (marks), below average, above average, need improvement. When it (report card) goes to parents, the parents read those instructions from teachers. It will encourage parents to improve, through comments, we make the parents to encourage the child'* (interview 12: 260-267). Furthermore, there is termly academic day when parents are invited to the school to discuss students' performance: '*The parents like academic days so much because they want to see the progress of their children. So we call them to come and see the progress. So a child sits with the subjects teacher and his or her parent. So in case of dropping, maybe not performing in a certain subject, the child is asked by the parent and the teacher why are you not working hard? So from there, you can get to know the problems that the children are facing. Maybe I don't have textbooks, I don't have enough time to read at home. So, by that we get some improvements in the academics*' (interview 14: 38).

There is a mixture of views among teachers on the exam and feedback practices. On the one hand, teacher B considers that the exam system is working well in helping teachers track students' progress and also in keeping children working hard to improve their performance: '*it (exam) has really helped the children improve. Because we have the progress record, teacher marks the pupils. ... the evaluations have really helped us in*

that the children keep on working hard, so they don't see themselves dropping, but they should improve' (interview 14: 38). On the other hand, the head teacher mentioned a challenge some students face: 'we normally give evaluation tests, parents have to contribute 50 Shilling, some of them are hard to contribute. You find some cannot pay. We pay the exams, but some pupils when they come to exam, psychologically disturbed because others are paid but the parents did not pay, they feel now my parents don't want me to study. Those are the challenges in exams' (field notes 99). Meanwhile, there is also a mixture of views on exams among parents. While parent B stated that she is '*satisfied with the tests that are given to the children to keep them on alert*' (interview 15: 47), parent A raised her concern that some students are not taking exams as seriously as expected: '*I'm satisfied with the tests that children are given, the assessment. It gives challenges to the children to update their performance. I'm satisfied. ... Except the challenge that when we have done the exam, some children don't get it seriously, they are playing at home. They don't take these things (exams) seriously at home*' (interview 15: 46 and 49).

6-4. School management and parents' and teachers' views

Aspect 3-1: Leadership role in school management

Aspect 3-1-i: Leadership role of head teacher in school management

Private school A is led by a male head teacher in the 50s who joined the school in 2008. He initially started to work as a teacher without training, then completed his teacher training in 1985. After that, he had worked at private primary and secondary school in Nairobi for about 20 years as a subject teacher for 5 years and as the head teacher for 15 years, before he moved to private school A in 2008. In addition to his role as a head teacher, he teaches the subject Social Studies and Religious Studies at standard 5 and standard 6. His leadership role in school management could be found in the following two aspects: management of teaching and learning, and management of parents and PTA. While he is involved in administrative work of the school, he is not involved in fundraising or resource mobilization work of the school as these areas are handled directly by the school owner.

In terms of management of teaching and learning, head teacher supervises classes occasionally and discuss academic issues at regular staff meeting, while the student registry is checked by class teacher every day and by the head teacher every week. In the interview with head teacher, he mentioned his challenges in managing teachers due to the delay in salary payment. Meanwhile, one of the teachers interviewed expressed her unsatisfaction with head teacher's leadership: "*I'm not that much satisfied with his (head teacher's) job because he tends to be so soft. He is so soft. And you find maybe a teacher has missed two lessons three lessons and then he can't go and approach the particular teacher or in case of a problem maybe we have rankles between teachers he doesn't just go straight away and point out the problem and try to solve it. So you find that maybe*

inside we have problems of which he (head teacher) tries to cover up. So the discipline of teachers and the discipline of pupils is coming down because he cannot pinpoint the problem and try to correct it at early stage. When it reaches to the manager (school owner) it's when the manager now comes and gives direction of which he should have given direction first before even the manager comes in." (interview 14: 42)

As the secretary of PTA, the head teacher is also involved in the management of school activities with parents. Head teacher's main leadership role in PTA is to arrange regular PTA meetings on a termly basis and chair the meeting (field notes 63). At PTA meetings, he has to remind parents the payment of school fees and bringing food for feeding programme in addition to discussions on academic issues (field notes 84). In the interview with the head teacher, he mentioned the difficulties in managing parents as they usually do not come to the PTA meeting until students are sent back home to bring them (field notes 81). Meanwhile, some of the parents interviewed mentioned that they are not satisfied with the way parents are represented in the school. For instance, parent A stated that "*I am not happy that we don't have school management (committee). There should be, we should have school management so that it can help solve some issues concerning the school, and it (the committee) should be there.*" (interview 15: 55).

6-5. Academic performance and parents' and teachers' views

Academic performance at KCPE 2014-2018 and KCPE mock test in 2018

Table 15 and Figure 9 present the changes in the KCPE school mean score of private primary school A from 2014 to 2018 in comparison with the KCPE sub-county mean score in the same period. While the school's mean score was higher than the subcounty mean score in 2014, the performance gradually declined to below the subcounty mean score, with an exception for 2017. According to the official KCPE results obtained at sub-county education office, the school mean score 225.36 in 2018 was the fifth from the bottom (28th highest school mean score) out of 32 primary schools in the eastern sub-county (including registered public schools and private schools, plus one unregistered school, private primary school B).

Meanwhile, Table 16 and Figure 10 show the shifts in the performance of private primary school A at KCPE mock tests and KCPE over 2018 in comparison with the sub-county mean score. The school consistently scored significantly lower than the sub-county mean score over the period. The gap between the private school A mean score and the sub-county mean score remained almost unchanged in 2018: the gap slightly increased around 35 to about 43 between term 1 and term 2, it then marginally decreased from about 43 in term 2 to roughly 38 in term 3. It suggests there was no significant progress in learning at private primary school A compared to other schools in the area.

Table 15: Private primary school A KCPE mean score from 2014 to 2018

Year	2014	2015	2016	2017	2018	Mean score 2014-2018
School mean score	272.85	257.51	251.68	294.94	225.36	260.47
Sub-county mean score	261.03	255.58	255.75	257.47	262.72	258.51

Source: official KCPE results obtained at sub-county education office

Figure 9: Private primary school A KCPE mean score from 2014 to 2018

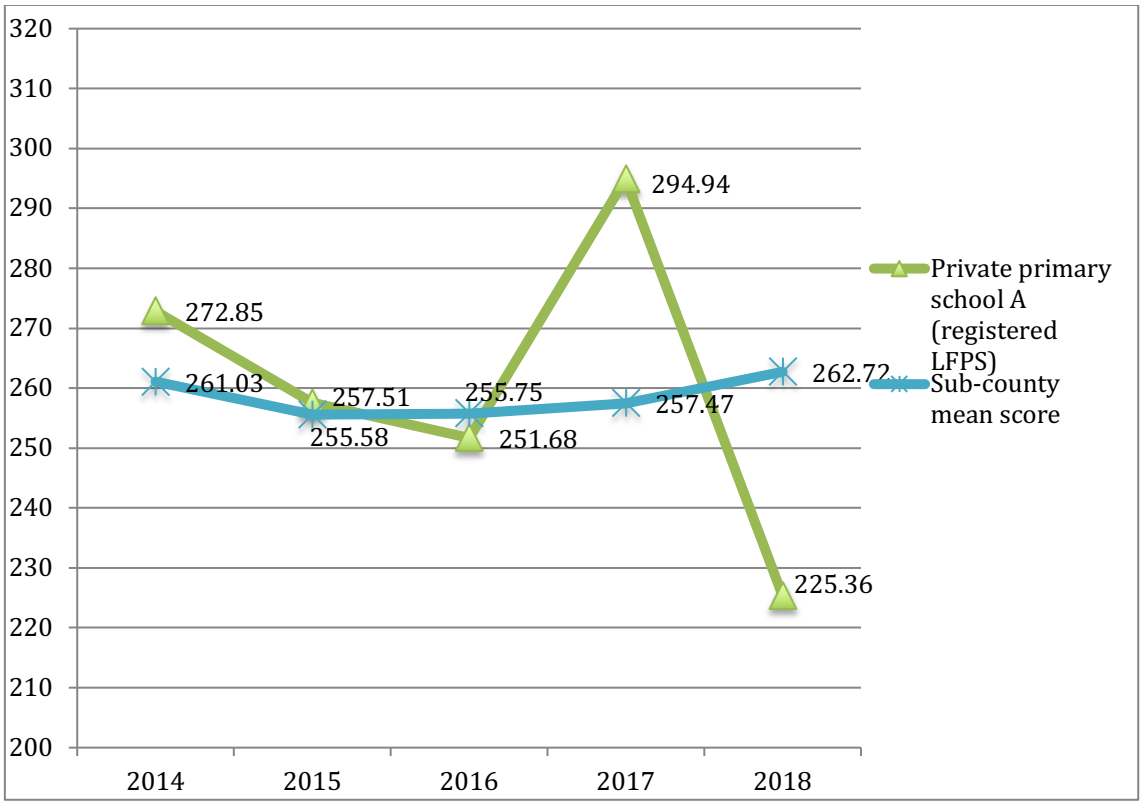
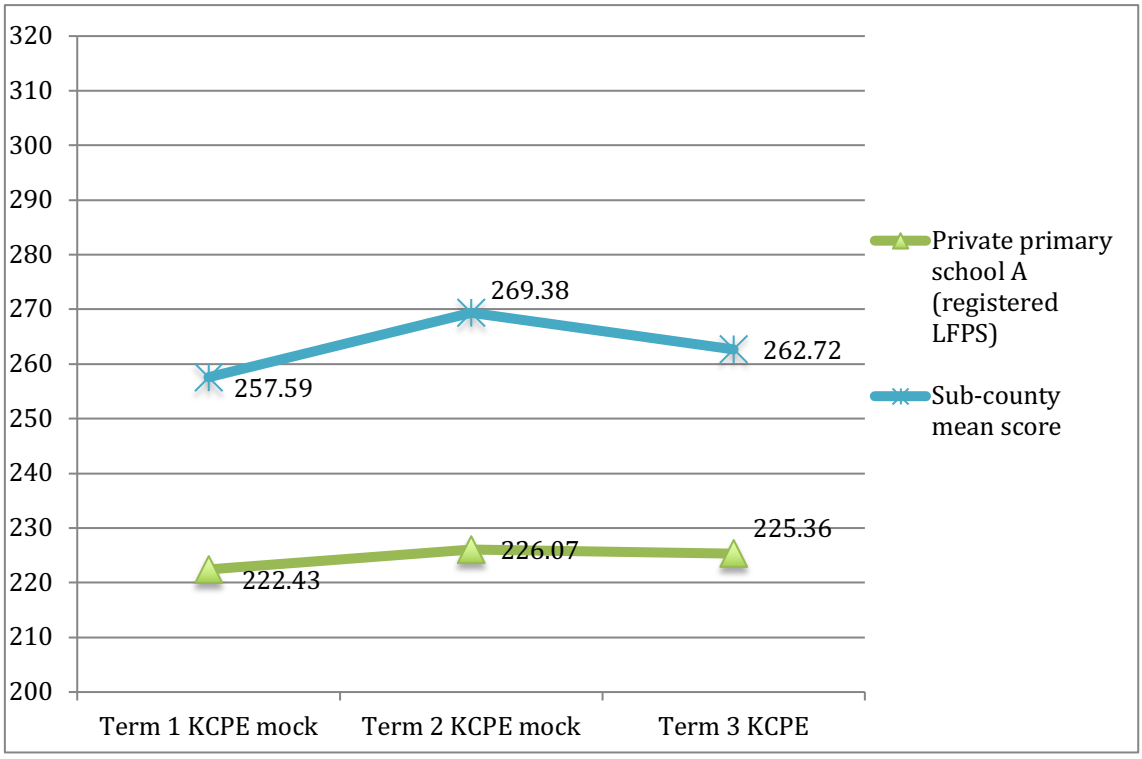


Table 16: Private primary school A KCPE mocks and KCPE mean score in 2018

	Term 1 KCPE mock	Term 2 KCPE mock	Term 3 KCPE	Mean score 2018
School mean score	222.43	226.07	225.36	224.62
Sub-county mean score	257.59	269.38	262.72	263.23
Position in Sub-county	29 / 33	34 / 35	28 / 32	NA

Source: official KCPE results and KCPE mock results obtained at sub-county education office

Figure 10: Private primary school A KCPE mocks and KCPE mean score in 2018



The academic performance at private primary school A received a divergent evaluation from the stakeholders interviewed. On the one hand, the school owner as well as the teachers interviewed considered that the school performance is in downward trend. For instance, and high expectation from the teachers and parents interviewed. Teachers working at public school A consider its performance is high and improving. For example, the school owner viewed that the performance is dropping (interview 18:3), and teacher B raised the issue that the school performance is declining because some parents are taking performing students to other schools: "*a problem came in 2016, towards the end of 2016, whereby the manager not paying salary for the teachers, … we experienced mass exit of teachers. And then, since, last year, so the parents discovered there weakness, and they saw maybe some subjects were not taught well. And then they transferred their children. ... So they keep on especially the best performers are the ones who are taken to other schools, especially the public schools. And also the notion of in Kenya, pupils in private school cannot get a good letter to go to high school. So the parents of the child in class seven, the parents took the child to another public school, thinking that maybe after class eight KCPE, now the child will get a good letter or letter to go to a good secondary school. Yeah, so that's why we have seen the performance of the school actually going down for the last three years."* (interview 14: 8). On the other hand, some of the parents interviewed stated that they are satisfied with the academic performance of the school and they are proud of it. For example, parent B mentioned that "*The performance is high at the national exams, we shine, the school shines. I feel proud of the child to be learning here*" (interview 15: 68;74), and parent E stated that "*The performance of this private school is not the same you find in that one (public schools), the performance is very low, and in this one it has high performance. That's why some people like me choose this school.*" (interview 17: 19).

6-6. School improvement process from the perspectives of parents and teachers

The interviews with parents and teachers at public school B discovered their views on how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance. First, the parents and teachers interviewed perceive a strong connection between teaching and learning practices and academic performance. For instance, many of them associated greater teacher commitment in teaching with better student performance (interview 15: 75,77 and 79; interview 17: 23 and 25; interview 18: 15; and field notes 78), whilst head teacher attributed a drop in KCPE school mean score to fewer frequency of exams (field notes 50). Meanwhile, teacher B emphasised the importance of teacher and student continuation for improving academic performance: '*if we could manage to maintain this stuff, the teachers that are there so that at least, there is no exit from here (teacher continue to stay in the school), when a teacher goes, … (and) another one (new teacher) comes, it is so hard for the children to climatize or to socialize and to get on with what a teacher is teaching. So if we could maintain the current staff, so that there is no teacher who is going out, then I think the student population that is in class six will go to class seven, next year, God willing, and then to class eight, without any anyone going to another school that will improve their academic performance*' (interview 14: 10).

Secondly, both the parents and teachers recognise that increasing external support to school is imperative in improving teaching and learning practices at school. For example, some parents and teachers stressed an urgent need for improving the availability of teaching and learning materials for better teaching and learning practices (interview 16: 12; interview 17: 10; and field notes 78). Furthermore, head teacher stated that irregular

external support for teacher salary payment has negatively affected teacher motivation and engagement in teaching (interview 12: 132-137), while teachers also mentioned that a decrease in external support for teacher compensation at private school A negatively affected not only teacher continuation but also student continuation. According to teacher A, '*When the funds delay, some teachers drop (leave the school), when parents see such things, they fear, and the children drop (leave the school). So, the frequent teachers in and out make the (student) number decreased. But if we could have a regular salary, we would have very persevering teachers and the performance remains high*' (interview13: 4; and a similar explanation by teacher B in interview 14: 8).

Thirdly, stakeholders' views suggest that a weak leadership role exercised by the head teacher at private school A negatively affected teaching and learning practices. According to teacher B, head teachers' limited management capacity allowed one of the teachers to skip some lessons: '*he (head teacher) tends to be so soft. He is so soft. And you find maybe a teacher has missed two lessons three lessons and then he can't go and approach the particular teacher or in case of a problem maybe we have rankles between teachers he doesn't just go straight away and point out the problem and try to solve it. So you find that maybe inside we have problems of which he (head teacher) tries to cover up. So the discipline of teachers and the discipline of pupils is coming down because he cannot pinpoint the problem and try to correct it at early stage*' (interview 14: 42).

Lastly, it is important to note that the characteristics of schooling mechanism at private school A are to some extent defined both by the village context and school setting, whilst there are also dynamic interactions and feedback loops among different aspects of schooling mechanism. The process of school improvement at private school A shows its

vulnerability to external funds and support. For private schools working in a poor rural village, the availability of support from the private donors makes a huge difference in school activities since neither the governmental support nor parental support could be relied upon. The case school demonstrates a fluctuation or a decrease in external support triggers negative chain reactions in the schooling mechanism. Private school A used to perform higher than the sub-county mean score around 2014 when it received a regular support from the church and other private donors. However, as the support from private donors began to fluctuate and gradually decrease from around 2015, the school started to experience a shortage of necessary teaching and learning materials as well as an unstable compensation for teachers' work. These changes have led to a lower level of teacher commitment in teaching, more frequent teacher turnover and student transfer practices, and made it more difficult for the head teacher to manage teaching and learning through his leadership role, which has eventually constrained students to achieve higher academic performance.

Chapter 7. Case analysis 4: Private primary school B

This chapter presents the details of private primary school B, an unregistered low-fee private school (LFPS), as the fourth standalone case in the research. It is structured in the same way as the other case study chapters to present the following key dimensions of schooling based on the conceptual framework:

1) School setting: history of the school, school location, number of teachers and students, school facilities, and other key characteristics of the school;
2) External support to school and parents' and teachers' views;
3) Teaching and learning practices and parents' and teachers' views;
4) School management and parents' and teachers' views;
5) Academic performance at KCPE between 2014 and 2018 as well as KCPE mock tests in 2018, and parents' and teachers' views; and
6) Process of school improvement from the perspectives of parents and teachers: how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance.

7-1. School setting

The school was established in 2015 by a bishop, also the school owner, with support from a church and private sponsors. The bishop and the church sponsor orphans and needy children who study at the school as boarders, while the school also admits children from the community around the school. With a letter from local chief, the school fees for the orphans and needy children with poor family background are paid by the bishop, while other students are requested to make financial and non-financial contributions to the school. According to the school owner, the bishop, the school was established with his pure sympathy for the disadvantaged children: "*This (the school) is a vision that I developed because I was brought up from a poor background. And when I looked at the passion of these children, I thought that most of them will now go through what I went through when I was a small boy. Then, I had a vision to think that I can do something to develop the most of because I came from the same background*" (interview 25:2). The school started with 5 classes from standard 1 to standard 5, expanded over the years, and in 2018, they had their first KCPE candidates from the school. However, because the school is not officially recognised by the government, the class 8 students registered with the neighboring KCPE centre, public school B, and they took the national exam there.

Private school B is located about 2.5 km away from the main tarmac road connecting Mbale, the capital town of Vihiga county, and Luanda market, the biggest market in the county. It is located by an unpaved road which links the main tarmac road and another tarmac road to Mbale. The location is an interior part of the village where it is difficult to access especially during the rainy season. From Private school B, public school A is about 2 km away, public school B is about 0.5 km away and private school A is about 5 km away.

Table 17 presents the number of students and teachers at private school B at the beginning of term 2 in 2018. There is a total of 96 students, 58 boys and 38 girls, and 8 teachers including the head teacher. Out of the 8 teachers, 2 of them are trained and qualified teachers while 6 other teachers are untrained teachers. They are all employed and paid by the school owner and private donors including the church organization. Furthermore, the school has pre-primary section, which has 24 students and 2 teachers in 2 classes. The total 120 students in pre-primary and primary sections are comprised of 47 boarders (36 orphans and 11 non-orphans) and 73 non-boarders, while 80 of the students are sponsored by the bishop and the church (include all 47 boarders and 33 non-boarders) and 40 of them are non-sponsored (fee-paying) children. At private school A, both the number of teachers and student population are increasing.

Table 17: Number of students and teachers at private primary school B, Term 2, 2018

	Grade	Male	Female	Total
Number of students	1	4	4	8
	2	7	4	11
	3	12	3	15
	4	8	7	15
	5	9	6	15
	6	5	1	6
	7	11	6	17
	8	2	7	9
	Total	58	38	96
Number of teachers		5	3	8

In addition to the facilities for the boarders such as bedroom, kitchen and bathing block, the school has 1 classrooms for pre-primary section and 5 classrooms for primary section. In addition, it has staff room and staff's storage room, while it does not have the head teachers' office. It also has kitchen, a water storage tank, and a toilet block used both by students and teachers. The school originally started with 4 classrooms, but it has expanded

over the last 3 years. The school owner is aiming to register the school as a private primary school, however, the interview with the head teacher revealed that buying a large enough land for the government registration poses a major financial challenge for the school.

7-2. External support to school and parents' and teachers' views

Aspect 1-1: Supporting body and contents of support

Aspect 1-1-i: Financial and non-financial support from parents

As in other private primary schools in the village, private primary school B collect school fees from parents. However, at LFPSs like private school B, school fees actually collected from parents are smaller than those collected at public schools, even though what is charged to parents may look higher. Private school B collects both financial and non-financial contribution from the parents. Financial contribution charged to parents at private school B consist of school fees and exam fees. School fees are 1,500 Kenyan Shilling per term for all grades, however, according to head teacher, the fee payment status is poor (interview 19: 102). Parents are also charged 50 Kenyan Shilling for exam paper every time student take exams. Though private school B has remedial classes on every Saturday, the school does not charge fees for the weekend classes.

Meanwhile, parents are also required to make non-financial contribution to school. For instance, parents are required to provide school uniform and learning materials such as exercise books, pencils, and mathematics instruments (field notes 31 and 38).Moreover, students at all grades are require to bring 4 tins of maize, 2 tins of beans and some firewood per term for the school feeding programme, while, according to teachers, some do not bring them (interview 21: 10). Furthermore, parents are sometimes asked to provide manual works like supporting school cleaning (interview 22: 2).

Although students are repeatedly reminded to bring these financial and non-financial contribution at the weekly morning assembly (field notes: 59 and 120), it is challenging to collect parental contribution to school. When school fees are not paid for a long time,

head teacher calls parents and talk to them, which takes place on monthly basis (field notes 36). According to head teacher, the collection of school fee is a challenge in rural area with poverty: some parents stay without payment, so sometimes head teacher sends students back home for three times to get exam fees paid. Some students come back to school with parents to make payment of exam fees, while others come back and tell the reasons for not being able to pay today (field notes 63 and 64).

Many of the parents interviewed in the research mentioned that they are facing socio-economic difficulties in making enough contribution to the school. For example, parent D commented that parents are not financially stable and cannot make any further contribution (interview 23: 8). Meanwhile, in the interviews with teachers, some teachers expressed their understanding on the socio-economic situation of the parents as well as student background and they have a low level of expectations on parents' capacity to support school. For example, head teacher stated that '*Parent support, is very low, ... it is so because most of the parents, most of the children here they come from the needy families. Parents are poor. So when you send children to bring money on when you demand money from them, they are not going to raise even 50 shillings for exam fees*' (interview 19: 68). Also, the school owner commented that 'Financial supports from the parents are poor. Because one is that some of the students don't have parents. Number two, their parents are extremely poor. For the few who come from homes where their apartments they're extremely poor. That's the fact why they could not be schooled, we salvaged them. Some of them who got them just from street boys, and others were in homes where there was no parents complete' (interview 25: 16).

Aspect 1-1-ii: Financial and non-financial support from the government

The interviews with teachers and parents, the observation of school activities and the review of the school documents suggest that private school B does not receive any financial or non-financial support from the government since the school is not registered with the government. In addition, students cannot take any official external exams at private school B because the school is not registered as an official exam center.

The interviews with parents and teachers discovered that their dissatisfaction with the current situation of no support from the government and their desire to be supported by the government. For example, parent E mentioned her dissatisfaction that '*it's only private and independent school, so the government does not support. I'm not happy because the government does not offer any support*' (interview 24: 16), while parent D stated that '*because this is a private institution, we don't receive any support from the government, but if the government can accept and support us, we would receive it. We'll be happy*' (interview 23: 10). Moreover, head teacher considers that there should be government support, especially a provision of learning materials, to those schools recently established like private school B: 'The government does not bring in money to all private schools. It doesn't support. … Government should supply learning material so that the children are on the same level (as public schools). Learning material is a challenge, textbooks and other things, and they (the government) expected that private school to support by themselves. While some private school beginners (private schools recently starts operating) don't have the money, the capital, to buy all the required equipment should be provided by the government.' (interview 19: 70 and 72). Teacher B also agrees on the need for a provision of learning materials and he added they should be delivered in time: '*They (government) need to improvethat because some private schools that are*

complaining books are not enough, you can find a certain school they only got three copies, or five. So I think they need to improve. The only problem is that when they print, they print very slowly because there are very many schools. So if they print enough today, you'll find after maybe two months, you are told to go and pick them up. Because now if they print books after two months or one you'll find as certain schools have delays because of lack of the textbooks to teach they need to improve on that' (interview 21: 16). In addition to them, teacher A and school owner also share a similar view on the need for government support (interview 20: 12 and interview 25: 18).

Aspect 1-1-iii: Financial and non-financial support from private donors

Private school B mainly relies on private donors for obtaining funding school activities and it receives a variety of financial and non-financial support from private donors. Financial support from private donors includes teachers' salary and exam fees. Teachers working at private school B are paid by private donors and the supporting church organization, regardless of their qualification status or teacher training experience. In addition, they also sometimes pay exam fees when some parents are unable to pay. Furthermore, private school A also receives non-financial support from private donors including teaching and learning materials such as textbooks and exercise books (interview 21: 18); food for the school feeding programme (ibid); construction of school buildings (field notes 54); boarding facilities and items needed for boarders such as uniform, food and learning materials.

The parents interviewed at private school B are thankful to the support they receive from the private donors and had a high level of expectation for the continuation of the support. For instance, parent D stated that 'They (private donors) do a good thing, bring their

donations and they should continue to send other donations that will come' (interview 23: 12), while parent E also mentioned that 'The support from the (private) donors to the bishop, they should continue, and it should not reach somewhere to be diminished.' (interview 24: 18). In contrast, the teachers interviewed find that the support from private donors is insufficient and unreliable. While teacher B pointed out the need for increase teacher compensation (interview 21: 26), head teacher emphasised the need for more financial support directed to school facilities and learning materials: '*He (the school owner) is now bringing support from private friends, groups. They need to improve that to say they should give more and enough financial support especially on structures and learning materials.*' (interview 19: 74). Meanwhile, the school owner explained the limitation of private donor support in the following way: *it (private donor support) is not regular support, because now these are just well wishes, sometimes you can get this support or cannot get it. … . we live on what we call charitable help. Little support that you can get from any well wisher in a church or anybody … it is not easy, there is a lot of problems. One is that it is not reliable. Because sometimes when you need it, it's not there. And because it's not reliable, it is not the best. Anybody who comes in, we keep on talking to them requesting and appealing, then finally find the support comes in. But it's not sufficient, and it's not reliable*' (interview 25: 20 and 22).

Aspect 1-2: Availability of teaching and learning materials

Aspect 1-2-i: Availability of teaching and learning materials

Teaching and learning materials in private school B are mainly provided by its private donors with little support from parents. Teaching materials are provided predominantly by private donors to all students, sometimes supplemented by the head teacher. Though there are some differences in the availability of textbooks across different subjects and grades, in general, only a few textbooks are available for each class, and a textbook is shared by at least 4 students, sometimes by more than 10 students. It is common in the school that when there are not enough textbooks, one of the students or a teacher write down the contents of the textbook on the blackboard for other students to copy them on their exercise books. Apart from textbooks, the school receives teaching materials such as chalks, blackboards, teachers' guidebooks, charts and maps from private donors through the school owner. When there is a shortage of these materials, the head teacher asks the school owner for support, however the actual provision depends on the availability of funds from private donors. With regard to learning materials, they are provided by the school owner and private donors to the sponsored children (roughly two-thirds of the students), whilst for non-sponsored fee-paying children (about a third of the students), parents/guardians are primarily responsible for providing them. However, due to limited availability of the exercise books, most of the students use one exercise book for different subjects.

The interviews with the parents and teachers found that they both recognise a shortage of teaching and learning materials as a problem. The parents interviewed in the research stated the need for increasing the materials (interview 22: 13 and 15; interview 23: 14; and interview 24: 20) but also explained the socio-economic difficulties they face in

providing these support (interview 22: 15). Teachers also stated that the low availability of teaching and learning materials were causing challenges they face, for instance, the lack of textbook makes English teachers to write down a story on blackboard every time, while the lack of exercise book makes it difficult to assign and check homework in multiple subjects simultaneously (interview 19: 10; 76; and 114; interview 20: 18; interview 21: 18; and field notes 128). The head teacher explained the reason for the low availability of materials due to the fact that the school faces competing priorities: '(*the amount of teaching materials is) Not adequate because with the little finance in bishop's (school owner's) hands, he runs through buying the land, paying teachers, putting up the structures (school infrastructure). So, it is not enough to go to the teaching materials. So, teaching materials are still a problem*' (interview 19: 10).

7-3. Teaching and learning practices and parents' and teachers' views

Aspect 2-1: Teaching practices

Aspect 2-1-i: Teacher qualification and compensation

There are 2 trained and qualified teachers and 6 other untrained teachers in the primary section at private school B. They are all employed as volunteer teacher, and they receive allowance from the church organisation with support from private donors. Teachers' background can be classified into two: those who worked as TSC teacher at public school and retired (2 teachers); and those who are in a TTC but taking a leave due to the school fees or those who are aiming to join TTC and saving funds for the school fees (6 teachers). As the school is not registered with the government, there is no in-service teacher training opportunities available for the teachers at private school B. In terms of compensation, according to the interviews with teachers and the school owner, teachers regularly receive their allowance, sometimes with a minor delay.

The interview with stakeholders revealed that both the parents and teachers do not recognize an urgent need for the teacher training. For example, parent E stated that "*So the teachers are well trained because they do their work. They work well and they're committed.*" (interview 24:22), also parent D mentioned that "*As we advance with the school, if the teachers get time, we should add funds for more training where they can be qualified*." (interview 23: 16), meanwhile, teacher A explained his view "*I don't think it can affect them, because this course, is the course that these all these teachers have gone through. Yeah. And probably, before you are admitted to the school to a school to teach they consider the grade, you performed at the KCSE (Kenya Certificate of Secondary Education) exams. So teaching by KCSE candidate cannot find a problem to teach at private school. So it cannot affect the performance of a kid. What will just affect the*

performance of the kid maybe is when the teacher is not motivated to do his work." (interview 20: 25).

In terms of teacher compensation, the teachers interviewed expressed their dissatisfaction, for instance, teacher B argued the need for an increase in the compensation: "*the salary is too low in general, because the school cannot afford to pay teachers. … It is satisfactory but they need to compensate. They need to compensate extra time and also in weekends we also come, so they need to add more compensation. There even some teachers they come here very early in the morning and also leave late in the evening. So they need to improve on compensation*" (interview 21: 26 and 28).

Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation

According to the teachers' attendance register at private school B, the teacher attendance rate in Term 1 and 2 in 2018 is roughly 95%. However, the observation of the classes indicates that there are delays in the start of the classes and sometimes there are classes with no teacher around (field notes 15, 17, 65, 83, 89, 101, 110 and 117). For Saturday and Sunday classes, about a half of the teachers attended the weekend remedial classes.

The interviews with parents and teachers suggested that they consider the level of teacher attendance and engagement is satisfactory. According to the head teacher, he makes sure the teacher attendance through keeping good communication with them: "*If someone is absent, there is a call on my phone informing me that he or she is not turning up because of ABCD either sick home for medication or a relative passed away. So there is good communication. I have no problem with them.*" (interview 25: 36). Teacher B explained his view on teacher commitment as follows: "*They are very much committed to work.*

Even some of them they arrived here as early as seven sharp for the pupils to do their daily routine, and then you will find them certainly in class for studies. Even you find one teacher teaching that extra time. So they're very much committed. And even late evenings, you find some teachers, they leave very late as late as six 6pm is when you see them leaving, especially the pupils from upper primary that that is class six to class eight. So the teachers are very much committed. And also the finish the syllabus on time." (interview 21: 36). Meanwhile, teacher A gave an example of his commitment in teaching: "*So after teaching, a teacher should have some free time to attend to the slow learners. Or, alternatively, if he or she thinks she still have some time in that class, he shouldn't be worried, he might be willing also to repeat a concept to explain a concept for the second or even third time, to cater for the, for their for their for the needs of that slow learners. Probably, of course, she or he must be attended. It is the role of a teacher to ensure at least everybody has understood their concept*." (interview 20: 31 and 33). The parents interviewed mentioned that they see the teachers' work in the exercise book, for instance, "*I see when my children come home, when I checks the children's book, I see that teachers are doing a good job and we can see progress from the children's book*." (interview 22: 21).

In terms of teacher continuation, according to the head teacher, 6 teachers have left the school in the last 3 years, including 2 of them joined TTC and 4 of them joined university. Head teacher explained the challenging situation he faces in retaining teachers: "*If we had qualified ones, they would stay longer. But these ones are not qualified. Yeah. They have one leg here, then they go look for where to go, what to do next, their future. They are looking for a place to go for training. Trained teachers prefer to be placed in a place where they can be paid higher salaries*." (interview 19: 84). The situation of teacher

continuation is seen as problematic by some of the teachers and parents. For example, teacher B explained that "*Continuation of teachers, yeah, normally affects pupils ... it takes some time for them (students) to adjust (to a new teacher). ... So you find the performance will actually drop slightly, ... it will take actually some time for them to come to normal. So that (a frequent change in teachers) actually disturbs them (students) a lot.*" (interview 21: 34), while parent D and parent E also expressed their concerns: parent D stated that "*For those who are trained, always available, but for those who have not trained, they teach for a certain period of time, for example, from January to September, then they go for their studies. So you get that time for their studies. It's difficult to get another teacher to step in. I'm not happy because pupils get affected (by the teacher turnover)*." (interview 23: 22), and parent E mentioned that "*Bringing in a new teacher or a new staff frequently is a big problem for the children for interactions with him or her because they're not used to, so it is a big problem*." (interview 24: 30).

Aspect 2-2: Learning practices

Aspect 2-2-i: Student attendance, engagement in learning, and continuation

According to the school record, the student attendance rate in private school B varies in grades but ranges from 85% to 90% in Term 1 and 2 in 2018. Although students are supposed to work on morning preparations between 7:30 and 8:15 before the first class starts, teaching is conducted only in a few of the classes since some students and teachers come late (field notes 56, 86 and 100). Students usually stay at school until around 15:00-16:00 for grade 1, 2 and 3, 16:00-17:00 for grade 4, 5 and 6, 17:00-17:30 for grade7 and 8. On Saturdays, some but not all students in Grade 5-8 attend classes in the morning and leave school before lunch (field notes 48). Students' engagement in learning is interrupted by various issues. For example, students are regularly sent to fetch water from the spring nearby for cooking and cleaning (field notes 99). In addition, there are some occasions when the school's daily time schedule is not followed rigidly, and classes start late after the break (filed notes 46). Furthermore, when students do not pay fees charged such as exam fees or do not bring food requested at school, they are sent home to collect them with an exception for boarders who stay and live at private school B (filed nots 59, 62 and 88).

Parents and teachers interviewed in the research are satisfied with the student attendance in general. However, teachers recognise the challenges that the attendance becomes poor when exam fees are collected before the exam week (field notes 87; interview 19: 88). Furthermore, according to the teachers, some of the rare cases negatively affecting students' attendance include when students could not take breakfast or when they are sick (interview 20: 41 and 43; interview 21: 38). When it comes to the students' engagement in learning, both parents and teachers find it is satisfactory. For instance, one of the

parents explained that '*the pupils are committed in their work and are willing to work*' (interview 24: 38). Meanwhile, the school owner pointed out the challenges in improving student engagement in learning: '*It (student engagement in learning) is not really stable like those come from good background. Because some of them need a lot of encouragement, need to be encouraged, need to be talked to, need to be explained a lot to see the need of studying. So their concentration is not really good at the beginning because they had lost hope. So you have to do a lot to bring hope so that when hope is gained they begin to concentrate again*' (interview 25: 36).

Regarding student continuation, private school B has a regular promotion practice and repeating same grade is not common. According to teachers, this is because the school owner discourages repeating practices and also because those with a low level of understanding can be properly handled by teachers as the school has a small number of students per class (field notes 53). However, student continuation to next grade is affected by school transfer practices. On the one hand, there are some students joining private school B from neighbouring schools. Those joining the school have to bring school fees, maize, beans, notebooks, pencils, and academic records from previous schooling (field notes 31). According to the head teacher, most of the pupils transferred to private school B are the school drop-outs from public schools (field note 57). On the other hand, there are some students, especially highly performing students, leaving private school B and joining neighbouring schools. The interviews with teachers and parents find that they both see it as a problem when students with high performance left schools. The head teacher explained that '*the most tricky or funny thing, most of our pupils who are very bright are approached to go to other schools. Those the brightest ones, two leading ones in class seven, they were taken to somewhere else. … Even the other year, my best pupils,*

who came when they didn't know (perform well when they joined), they were taken to other schools, those parents removed them. The parent came with a cry, my child is not doing well, then when he has learned and become shining, the same parent runs away with the child (to join another school)' (interview 19: 104 and 110). Also, one of the parents stated that '*some parents bring their children here, but at the end of the year, as the parent look at the student's progress, continuous progress of the kid, the student has improved, (but) then the parent takes him or her to another school, which I'm not happy.*' (interview 23: 28). Furthermore, one of the teachers identified that poor school facilities are contributing to students leaving the school: '*when it comes to the continuation of the students, we have a problem, because as I told you, the school has not enough facilities, and a parent is willing to take a child to learn in an institution that provides adequate education that has adequate facilities, and it can take care of a child. So you find that when he notices that maybe the facilities in the school they are not meeting the expectation that he expected, you find the pupil is being transferred to another school. Yeah, learners have been transferred to another school*' (interview 20: 45).

Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams

Students' progress in learning is regularly monitored by homework assigned to students. At private school B, daily homework is given for English, Kiswahili and mathematics, while homework for other subjects is given once a topic in the subject is fully covered, which is about every 2-3 days (field notes 28 and interview 21: 48). Teachers usually check homework in the class or during their free time when they do not have a class.

The interviews with parents and teachers revealed that they both are satisfied with the way homework is given and checked at private school B. For example, teacher A

explained that '*We don't have a problem, I think the students comply well, and the teachers are also committed to check what they give and see how it is done. Because after every topic, or after every subtopic, a teacher is expected to do some few questions to check the ability or the understanding of our learners in that particular topic. So automatically in the following day, before he begins a new lesson, he has to check their work and see how they understood the lesson. If they didn't, then he has to rewind that subtopic in brief before he moves to the next subtopic*' (interview 20: 47). In addition, teacher B shared a practice of improving the homework practice: '*It is fine, but some teachers normally say it is good you give the assignment in school, if you give them an assignment to go and do at home, they will be helped by their elder brothers and sisters. So if you test them in class, immediately you finish teaching, they do it and then bring it even at in the evening. And then you mark it, if needed, you give them more (homework) to go and do at home. First of all, start from the school, give them in school*' (interview 21: 46). Furthermore, parent A stated her satisfaction in comparison with a public school: '*I have two children one there at a public school and the other right here (private school B). At home I frequently found that teachers at the public school don't give them homework. The teachers don't come to class frequently. And here, students are learning, and at the end of the day, they are given homework*' (interview 22: 34).

Private school B has a regular exam and feedback system to assess students' progress but with some differences in frequencies across grades. From grade 1 to 7, students have monthly exams, 3 times per term in total. For grade 8 students, in addition to these regular internal exams, they take some external tests such as county-wide / sub-county-wide KCPE mock tests (interview 20: 49 and 51). Consequently, grade 8 students had 5 exams in 3 months period of Term 2 in 2018. In taking external exams, the head teacher makes

necessary arrangements with the neighbouring registered school, public school B, to allow the students from private school B, a non-registered school, temporarily register with public school B (field notes 30 and 85). After exams, results are released in a school assembly where a few of the highest performing students are honored (field notes 32). Exam results are also reported to parents every end of term with a report card (interview 19: 48 and interview 22: 24).

There is a mixture of views among teachers and parents on the exam and feedback practices. While the parents interviewed are satisfied with the current situation (interview 22: 24; interview 23: 34; and interview 24: 44), one of the teachers pointed out the need for increasing exam frequency and exam materials: '*We need to improve it more frequently. At least, we need to do an exam after one week, rather than giving them an exam, three exams per term, that is very tricky. So, here they need to improve on the frequency of examination. And the problem which is disturbing us is just the materials. We'd love to have materials printed here, original exam materials, then examination would not be the problem'* (interview 21: 50). Furthermore, the school owner mentioned the financial challenges he face: '*With exam, now it is really expensive to give an exam. Because there are so many things that are required. Because of the struggle of facilities, we are not able to meet the standards required for exams. But if we had well paid teachers, enough stationery, good facilities in classes, then you could be able to offer good exam quality. But because of the conditions we are in, we are not able to afford all this necessary items and in fact we end up doing what we can manage to give. Exam is a challenge because the expense involved is a big challenge'* (interview 25: 40).

7-4. School management and parents' and teachers' views

Aspect 3-1: Leadership role in school management

Aspect 3-1-i: Leadership role of head teacher in school management

Private school B is led by a male head teacher in the 60s who joined the school in 2015 when the school was established. He worked as a TSC teacher for about 40 years at several public schools and retired from his job before he was called by the school owner to join private school B. In addition to his role as a head teacher, he teaches the subject English at standard 5, standard 6, standard 7 and standard 8 due to a teacher shortage. His leadership role in school management could be found in the following two aspects: management of teaching and learning, and management of parents. While he is involved in administrative work of the school, he is not involved in fundraising or resource mobilization work of the school as these areas are handled directly by the school owner.

In terms of management of teaching and learning, head teacher supervises classes on a daily basis and discusses academic issues with teachers at staff meeting. He has an attitude to share and cope with the challenges together with teachers in close consultation with them. For instance, teacher B stated that *"The leadership role, he's actually very fine, because we actually respect and we also have teamwork with him. … If a parent comes to inquire in something, all of us will come and give ideas. That's why we normally have staff meeting. So all of us will come together (for) some decision making."* (Interview 21: 54). His efforts have been appreciated by the parents (interview 23: 40 and interview 24: 48) as well as the school owner "*he does the best he can, he has gone through a bit of struggle. He has done things out of sympathy and kindness. He struggled so hard to do his leadership, because his hands are tied up due to financial difficulties*." (interview 25: 42)

According to the head teacher, as the school is relatively new, the structure for involving parents in the school management is still weak and under development (interview 19: 52). While the importance of parental participation is widely recognised by teachers and parents, there are some challenges faced in managing parents. The head teacher explained the challenges he faces that apart from the fact that orphans do not have one or both of the parents, the fact that the school receive students from socio-economically poor background makes it difficult to get cooperation from the parents: "*there are challenges especially from the needy parents is hard to share with them the issue of paying money*." (interview 19: 100), and "*there is a problem because when we say parental involvement, we have a problem, because you'll find that you are calling for the parents, the parents will not appear, maybe because of one or two reasons, maybe a parent has not completed the school fees that he is expected to pay. So he just avoid being questioned about that, and we find that he's she's not complying. So, this automatically will be of effect frequent meetings, because these meetings will not be successful. Yeah, so we end up having and maybe even one meeting per year*" (interview 20: 55).

7-5. Academic performance and parents' and teachers' views

Academic performance at KCPE 2014-2018 and KCPE mock test in 2018

Table 18 and Figure 11 present the changes in the KCPE sub-county mean score from 2014 to 2018 and the KCPE school mean score of private primary school B in 2018. Since the school took the KCPE exam for the first time in 2018, a dummy score was used for scores in 2014-2017 for comparing with other case schools. According to the official KCPE results obtained at sub-county education office, the school mean score 223.89 in 2018 was the third from the bottom (30th highest school mean score) out of 32 primary schools in the eastern sub-county (including registered public schools and private schools, plus one unregistered school, private primary school B).

Meanwhile, Table 19 and Figure 12 show the shifts in the performance of private primary school B at KCPE mock tests and KCPE over 2018 in comparison with the sub-county mean score. The school consistently scored significantly lower than the sub-county mean score over the period. The gap between the private school B mean score and the sub-county mean score remained almost unchanged in 2018: while the gap marginally decreased around 35 to about 33 between term 1 and term 2, it then slightly increased from about 33 in term 2 to roughly 39 in term 3. It suggests there was no significant progress in learning at private primary school A compared to other schools in the area.

Table 18: Private primary school B KCPE mean score from 2014 to 2018

Year	2014	2015	2016	2017	2018	Mean score 2014-2018
School mean score	222.20*	216.75*	216.92*	218.64*	223.89	219.68*
Sub-county mean score	261.03	255.58	255.75	257.47	262.72	258.51

Source: official KCPE results obtained at sub-county education office

(*) Private primary school B took the KCPE exam for the first time in 2018. Hence, a dummy score was used for scores in 2014-2017, calculated from the gap between the private primary school B's school mean score in 2018 and the sub-county mean score in 2018.

Figure 11: Private primary school B KCPE mean score from 2014 to 2018

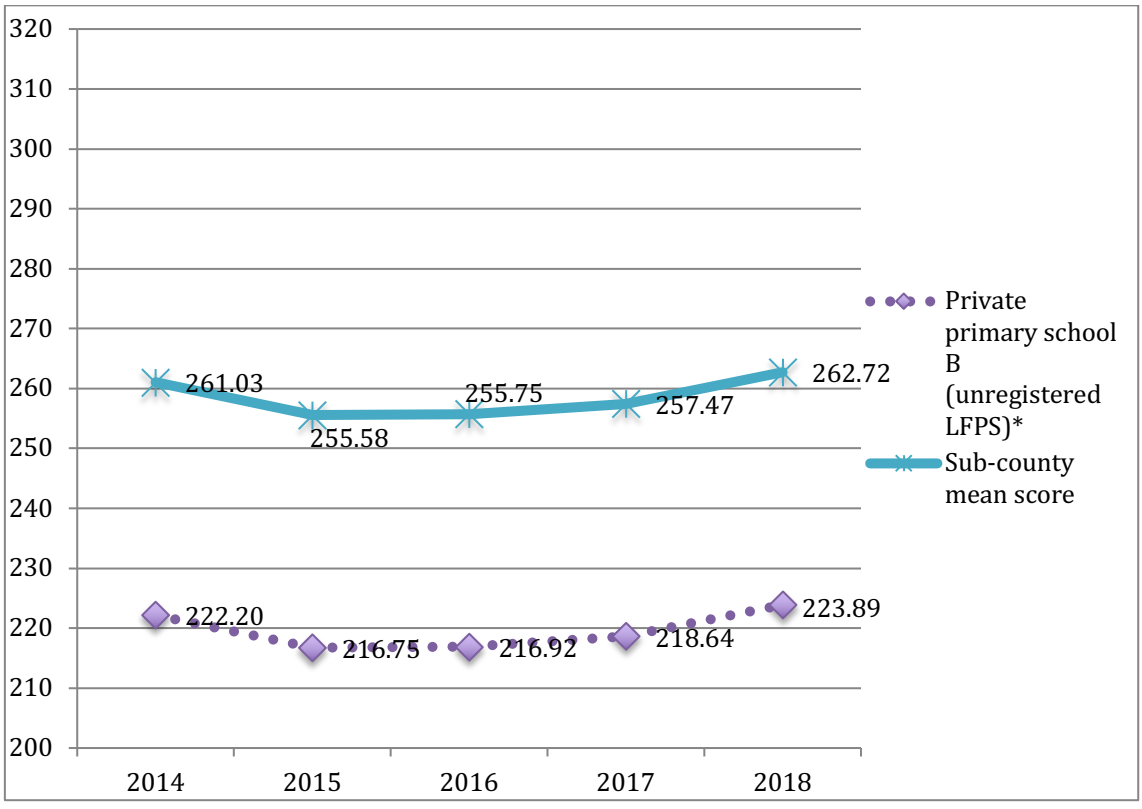
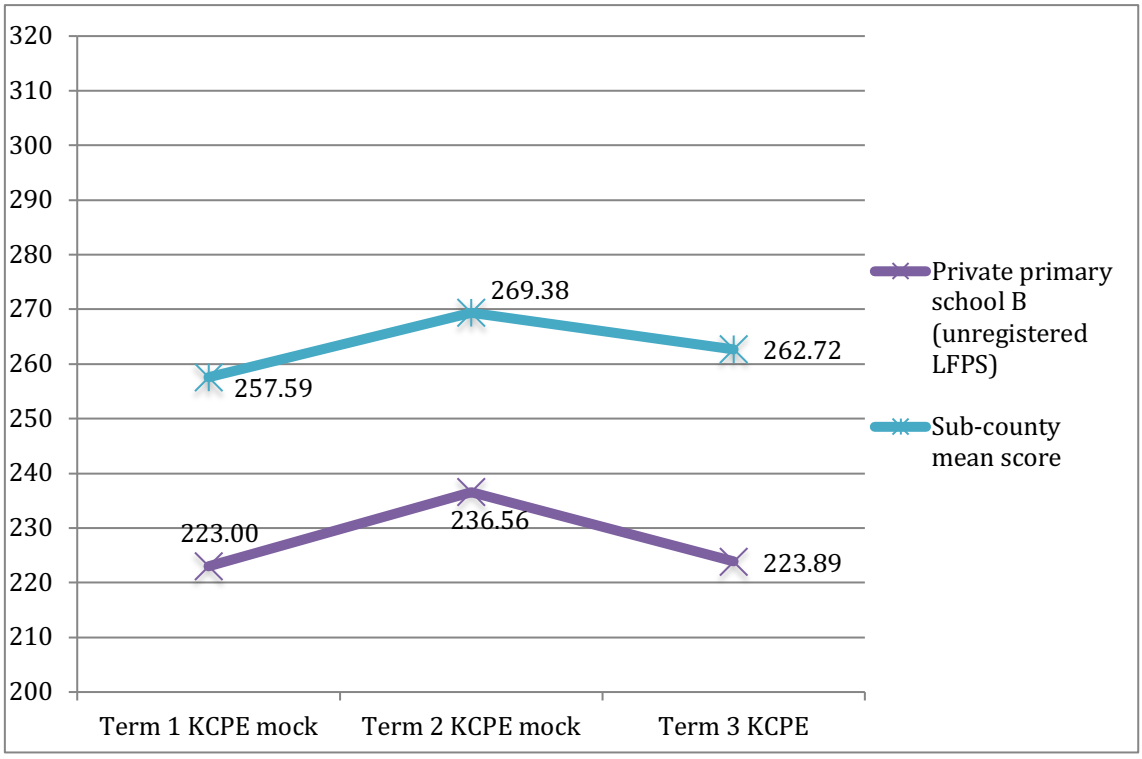


Table 19: Private primary school B KCPE mocks and KCPE mean score in 2018

	Term 1 KCPE mock	Term 2 KCPE mock	Term 3 KCPE	Mean score 2018
School mean score	223.00	236.56	223.89	227.82
Sub-county mean score	257.59	269.38	262.72	263.23
Position in Sub-county	28 / 33	32 / 35	30 / 32	NA

Source: official KCPE results and KCPE mock results obtained at sub-county education office

Figure 12: Private primary school B KCPE mocks and KCPE mean score in 2018



In general, the academic performance at public primary school A received positive as well as neutral evaluation with a high level of expectations for improvement from the stakeholders interviewed. While the head teacher saw the performance is good and improving (interview 19: 52;60 and 62), teachers and the school owner viewed it as an average performance (interview 20: 2 and 4; interview 21: 4; and interview 25: 12). The parents interviewed expressed their expectation for the improvement in the performance. For example, parent A mentioned that *"Because this is a new school, it's just beginning, the performance is not bad"* (interview 22: 28), and parent B stated that *"we are happy. Of course we know that it (performance) will be improving in the future."* (interview 22: 30). However, at the same time, parent B also mentioned her worry about continuing education after the graduation: *"Because it's a private charity school, some children are not able to continue secondary education."* (interview 22: 40)

7-6. School improvement process from the perspectives of parents and teachers

The interviews with parents and teachers at public school B revealed their views on how different dimensions of schooling interact each other and facilitated or constrained achieving higher academic performance. First, both parents and teachers mentioned the close link between teaching and learning practices and academic performance. For instance, many of them associated greater teacher commitment in teaching and student engagement in learning with better student performance (interview 19: 64; interview 20: 63; interview 24: 4-12; and field notes: 112, 124 and 125), e.g., in the interview with head teacher, he attributed the improvement in academic performance to '*Attendance, attendance of the pupils and teachers, being in the class. And then, the teachers concentration is a major a major cornerstone, pupil attendance and teacher attendance, providing regular class*' (interview 19: 64). Teachers and parents also emphasized the importance of frequent exams and continuous assessment as well as regular homework in boosting student performance (interview 21: 8 and interview 23: 4). Furthermore, while one of the parents mentioned the need for employing more number of trained teachers at school for further academic performance improvement (interview 23: 6), teacher A sees teacher commitment is more important than having trained teachers in achieving better academic performance: '*the teachers in private schools, despite the payment, the low payments, the challenges, they are just committed, they are just motivated to, to see that they are achieving some goal. … most teachers in private schools based on the fact that they know they are not trained. So they fear being defeated. They fear being defeated, and being undermined because they are not trained. So they motivate them they are encouraged to do more. So they do a lot of research and read books. So you will find that these teachers are motivated, they want to show to the teachers who are trained, and in*

most cases, they defeated them. That's why you find the private schools beating the public schools, even though the public schools have more trained teachers. So to meet and achieve these, you'll find they are coming very early in the morning, leaving late trying to give as much work as possible. And that is the main factor that makes this school to perform better than the public schools' (interview 20: 63).

Secondly, the parents and teachers interviewed emphasised the need for increasing external support to school for improving teaching and learning practices. For example, some parents and teachers see the limited availability of teaching and learning materials due to a shortage of external support as a key obstacle negatively affecting teaching and learning practices (interview 19: 65 and 86; interview 21: 8; interview 23: 6; interview 24: 10, 12 and 40; and interview 25: 14 and 24). According to teacher A, more external support investing on facilities and better availability of textbooks and exercise books would facilitate more teacher commitment in teaching. (interview 20: 6). He also stressed the close link between private donor support and teaching and learning practices: '*it (decrease in support from the private donors) causes some challenges, because as you know, the parental financial support is low. So this means when you have a problem or a deficit in with the private donors, it means even the teachers will be paid low. So it affects the teachers a lot. And when it affects the teachers, it also affects the learners' engagement, because when a teacher is motivated, he is willingness to go and support a child extra to give an extra effort to support a child. Yeah, it (decrease in support from the private donors) demoralizes these teacher. So it affects both the teachers and children*.' (interview 20: 16).

Furthermore, according to teacher B, an increase in parental support would enable longer student engagement in learning since there would be no need to send students back home to collect exam fees others charges (interview 21: 8).

Lastly, it is noteworthy that the characteristics of schooling mechanism at private school B described above are to some extent defined both by the village context and school setting, whilst there are also dynamic interactions and feedback loops among different aspects of schooling mechanism. The process of school improvement at private school B illustrates that limited resource availability has constrained teaching and learning practices at school. For private schools working in a poor rural village, especially for those unregistered schools like private school B, the availability of support from the government is almost nil and the support from the parents is not reliable, which makes the school vulnerable to the availability of support from private donors. The case school demonstrates that a limited availability of external support poses major constraints for improving teaching and learning practices, e.g. insufficient teacher compensation, challenges in teacher continuation, less student engagement in learning, less frequent exams, etc. Meanwhile, the school registration status also puts burdens on their efforts for improving teaching and learning practices, e.g. no teacher training opportunities provided, students are required to temporarily register with and move to neighbouring registered school when taking official external exams, etc. These struggles in improving teaching and learning practices have made it more difficult for students to achieve higher academic performance at private school B.

Chapter 8. Cross-case analysis between and within public schools and private schools

Based on each case analysis in chapter 4-7, this chapter presents a comparison of the three aspects of schooling mechanism focused in the conceptual framework as well as the process of school improvement experienced in the four case schools rural Kanya. Through a comparison between and within public schools and low-fee private schools (LFPSs), it aims to identify differences and similarities in the characteristics of schooling mechanism and how they facilitate or impede school improvement process at the four case schools from the perspectives of teachers and parents.

8-1. External support to school and parents' and teachers' views

The table below summarises the key characteristics of external support in four case schools. Details of findings from a comparison of each aspect of schooling mechanism between and within public schools and LFPSs are presented in the sections below with the perspectives of teachers and parents.

Table 20: Key characteristics of external support to case schools

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
Aspect 1-1: Supporting body and contents of support Aspect 1-1-i: Financial and non-financial support from parents	Uniform, learning materials and foods No school fees but PTA teachers' salary Saturday remedial class fees Exam fees Interview and admission fees School facility maintenance fees Limited support from the parents due to socio-economic difficulties	Uniform, learning materials and foods No school fees but PTA teachers' salary Saturday remedial class fees Exam fees Limited support from the parents due to socio-economic difficulties	Uniform, learning materials and foods School fees but not collected thoroughly No Saturday remedial class fees Exam fees Limited support from the parents due to socio-economic difficulties	Uniform, learning materials and foods School fees but not collected thoroughly No Saturday remedial class fees Exam fees Limited support from the parents due to socio-economic difficulties
Aspect 1-1-ii: Financial and non-financial support from	Major supporter but with some delays	Major supporter but with some delays	Limited support from the government	No support from the government

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
the government	TSC teachers' salary Operational costs Funds for school activities Teaching and learning materials School facility construction Regular inspections In-service teacher trainings Authority to use school as an official exam centre	TSC teachers' salary Operational costs Funds for school activities Teaching and learning materials School facility construction Regular inspections In-service teacher trainings Authority to use school as an official exam centre	Regular inspections In-service teacher trainings Authority to use school as an official exam centre	
Aspect 1-1-iii: Financial and non-financial support from private donors	Multiple and reliable support from private donors Construction of school facilities Teaching and learning materials Financial support for school feeding programme Scholarships	No support from private donors	Major supporter but unreliable Teachers' salary Exam fees Teaching and learning materials Foods for school feeding programme	Major supporter but unreliable Teachers' salary Exam fees Teaching and learning materials Foods for school feeding programme

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
	PTA teachers' salary a holiday trip for teachers NGO's assistance for orphan students NGO's academic support at lower primary grades		Construction of school buildings Health services School shoes	Construction of school buildings Boarding facilities Boarders' learning materials, uniform and food
Aspect 1-2: Availability of teaching and learning materials Aspect 1-2-i: Availability of teaching and learning materials	Limited availability of learning materials Some but insufficient teaching materials Additional teaching and learning materials available with support from private donors	Limited availability of learning materials Some but insufficient teaching materials	Limited availability of learning materials Limited availability of teaching materials	Limited availability of learning materials Limited availability of teaching materials

Aspect 1-1: Supporting body and contents of support

Aspect 1-1-i: Financial and non-financial support from parents

A comparison of financial and non-financial support from parents presents that there are similarities across all four case schools. For example, parents are requested to provide uniform and learning materials such as exercise books, pencils, and mathematics instruments in all four case schools. In addition, foods for school feeding programmes such as maize and beans are commonly collected from parents, although there are

differences in the coverage of the feeding programmes: from grade 6 to grade 8 in public school A, grade 7 and 8 in public school B, and all grades in private school A and B. Meanwhile, a major difference in parental support to school among the case schools can be found in the fees collection practices. Under the Free Primary Education policy, school fees are not collected at public school A and public school B, whilst parents at private school A and private school B are required to pay schools fees: annually 4,500 Kenyan Shilling and 6,000 Kenyan Shilling for grade 1 to 3 and grade 4 to 8 respectively at private school A, and annually 4,500 Kenyan Shilling for all grades at private school B. However, according to the interviews with teachers, most of the parents are unable to pay these fees and the fee collection status at private school A and B is very poor, e.g., at private school A, only 3 out of 186 students fully paid the school fees as of the end of term 2, 2018. While parents at public school A and B are not required to pay school fees, they are required to pay the salary for the PTA teachers: annually about 1,300-1,600 Kenyan Shilling at public school A and about 1,500-1,700 Kenyan Shilling at public school B. Additionally, students who attend the Saturday remedial classes have to pay 10 Kenyan Shilling every week (roughly 400 Kenyan Shilling annually), while there are no fees for Saturday extra classes at private school A and B. Moreover, parents at public schools pay more exam fees compared to those at private school A and B due to the difference in the frequency of exams: an exam fee of 50 Kenyan Shilling was collected 10 times for grade 8 in three months period of Term 2 in 2018 at public school A, 7 times at public school B, 6 times at private school A, and 5 times at private school B. Furthermore, parents at public school A must pay the interview fee (500 Kenyan Shilling) and the admission fee (1,700 Kenyan Shilling) when they enrol their child, and they are occasionally asked to supplement the government's financial support for maintenance of school facilities such as desks, chairs and tables in classrooms. When these fees or/and in-kind support are not

provided by parents, students at public school A and public school B are sent back home to bring them, while students at private school A and private school B are allowed to stay at school without payment. As a result, even though school fees are not collected at public school A and B, financial support actually collected from parents at public school A and public school B are in general higher than those collected at private school A and private school B.

A comparison of the perspectives of the parents interviewed shows that, in general, parents across all four case schools see their support to school is not sufficient and find it difficult to meet the level of support expected for them due to socio-economic difficulties they face. While a few of the parents interviewed perceives the fees and in-kind support charged to parents are appropriate, many other parents stated that the charges are demanding and put too much burden on them. Meanwhile, most of the teachers interviewed perceive parental support to school is limited and not meeting their expectation. On the one hand, some teachers across all four case schools expressed their understanding on the socio-economic situation of the parents and they have a low level of expectations on parents' capacity to support school. On the other hand, some teachers mentioned that it is difficult to obtain parental support because some parents do not value education and school activities (e.g., field notes 6, 14 and 95 and interview 8: 10 at public school B; and field notes 92 at private school A). Another reason for the insufficient support from parents mentioned by teachers is related to parents' expectations: some parents at public schools, according to teacher B at public school A, seem to misunderstand the free primary education policy and expect the government to provide everything for free (interview 3: 105-128). Similarly, some parents at LFPSs, according to teacher B at private school A, seem to consider the school as a charity institution and

expect the private donors to provide necessary support for the school activities (interview 14: 12).

Aspect 1-1-ii: Financial and non-financial support from the government

A comparison of financial and non-financial support from the government shows that there are no similarities across all four case schools but there are significant differences among them depending on the school's registration status. For public school A and B, support from the government is the main source of funding for school activities, while for private school A and B, governmental support is minimal or nil. Financial and non-financial support from the government available for public school A and B (but not for private school A and B) include, for instance, salary for the teachers registered with TSC; operational costs for running school such as electricity bills and maintenance of desks, chairs and tables; funds for school activities such as BOM meetings and for co-curricular activities like music events and sports events; teaching materials such as textbooks, chalks, paint for blackboards, teachers' guidebooks, charts, maps, school PCs, etc; learning materials such as exercise books, stationaries, mathematics instruments; and apart from these support from the Ministry of Education, additional support is offered by the local MP through the Constituency Development Funds mainly for the construction of the school buildings. Meanwhile, there are government support available only for the registered schools. As a registered primary school, public school A, public school B and private school A receive regular inspections by the government for quality assurance: once a year by the county health department, and 1-2 times per term by the county education department. Moreover, teachers at these schools are invited to attend in-service trainings, seminars and workshops organised by the government 1-3 times per year, although the costs of transportation and meals are provided by the government only for

public school teachers (teachers from private schools must pay for these costs on their own). Furthermore, students at these schools can take national KCPE exam and county-wide / sub-county-wide KCPE mock tests at their own school since the school is registered as an official KCPE center, while students in non-registered schools like private school B have to temporarily register with a neighbouring registered school to take these exams.

A comparison of the perspectives of the teachers and parents at four case schools presents that in both public schools and private schools, parents and teachers are not fully satisfied with the government support and they see it needs to be improved. At public schools, there is a mixture of views: on the one hand, teachers and parents appreciate government support to school such as regular payments of TSC teachers' salary and constructions of school facilities, on the other hand, they blame the government for its insufficient and unreliable support, i.e., teaching and learning materials are not enough and there are some delays in the delivery of these materials. Meanwhile, at LFPSs, regardless of the differences in the availability of government between a registered school (private school A) and an unregistered school (private school B), teachers and parents at both private schools blamed the government for its limited support to private institutions and they expressed their desire to be supported by the government, especially in terms of provision of teaching and learning materials. In addition, the head teacher at private school B pointed out the need for the government to increase its support for those schools that are established in recent years (interview 19: 70 and 72).

Aspect 1-1-iii: Financial and non-financial support from private donors

A comparison of financial and non-financial support from private donors presents that there are no similarities across all four case schools but there are significant differences between and within public schools and private schools. In general, while support from private donors supplements available resources from the government and parents at public schools (as seen above, the government is the main resource provider for public schools), private donors' contribution works as the main source of funding for school activities at LFPSs. Financial and non-financial support from private donors at private school A and B include, for instance, teachers' salary; exam fees; teaching materials such as textbooks, chalks, paint for blackboards, teachers' guidebooks, charts, etc; learning materials such as exercise books, stationaries, mathematics instruments; foods for school feeding programmes such as maize and beans; and construction of school buildings. However, according to teachers, these supports provided by private donors are irregular and unreliable and fluctuate according to the availability and continuity of donors (field notes 96 at private school A and interview 20: 14 at private school B). Meanwhile, there are differences in the availability of private donor's support within public schools and private schools. For example, at public school A, the head teacher succeeded in securing support from private individual donors and philanthropic organisations in addition to the government support. Consequently, there are private donors' support that is not available at public school B: construction of school facilities; provision of additional teaching and learning materials; financial support for school feeding programme; scholarships for high-performing students; payment of one of the PTA teachers' salary; a holiday trip for teachers to thank their work and motivate their further commitment to the work; a local NGO's assistance for orphan students; and an international NGO's support at lower primary grades to improve foundational literacy and numeracy skills. There are also

differences in private donors' support between private school A and B: health services provided by a mobile clinic and shoes for protecting students form foot injuries and disease are only available at private school A, whilst boarding facilities as well as boarders' learning materials, uniform and food are only available at private school B.

A comparison of the perspectives of the teachers and parents at case schools receiving private donors' support presents that they are in general thankful to the support from private donors but with a different degree of satisfaction and expectation. At public school A, many of the teachers and parents interviewed are pleased with the reliable support from private donors and they have a high-level of expectations for a continued support. Meanwhile, both at private school A and private school B, most of the teachers interviewed are not satisfied with the current availability of the support from private donors and mentioned the need for more regular, continued and sufficient support, though, at the same time, they expressed their understanding on the difficulties the school owners face in finding reliable private donors.

Aspect 1-2: Availability of teaching and learning materials

Aspect 1-2-i: Availability of teaching and learning materials

A comparison of the four cases shows that similarities and differences in school supporting bodies and the contents of their support are reflected in similarities and differences in the availability of teaching and learning materials at public schools and LFPSs. In general, the availability of learning materials is insufficient across all four schools because the provision of them relies mostly on parents and many of them often face socio-economic challenges in a rural Kenyan context. Meanwhile, with support from the government, public schools in general have more teaching and learning materials,

though they are still not enough to meet the demand. In contrast, without the government support LFPSs find it difficult to provide and sustain enough teaching and learning materials as they rely on private donors whose support is sometimes even less stable than the government's support. There are also differences within public schools and LFPSs. For example, public schools with access to multiple and reliable funding sources, such as public school A, which receive financial and material support from private individual donors and philanthropic organisations in addition to the government support, succeed in increasing teaching and learning materials. On the contrary, public schools without access to private donors, such as public school B, struggle in supplementing the insufficient support from the government in providing teaching and learning materials. Similarly, while LFPSs with access to multiple and reliable funding sources could potentially succeed in providing enough teaching and learning materials, LFPSs without multiple and reliable funding sources face challenges in regularly providing sufficient teaching and learning materials as exemplified in the case of private school A and B.

A comparison of the views of the teachers and parents interviewed at case schools finds that, in all four schools, they are not satisfied with the current availability of the teaching and learning materials and they see the limited availability of these materials as a problem posing challenges in teaching and learning practices. Common challenges mentioned by parents and teachers across the four case schools include parents struggle to support and provision of the teaching and learning materials due to socio economic challenges they face; a lack of textbook makes teachers to write down the contents on blackboard every time; and a lack of exercise book makes it difficult to regularly assign and check homework in multiple subjects simultaneously. Meanwhile, there are differences in the views of parents and teachers on the cause of the insufficient availability of teaching and

learning materials. While some parents blamed the government for their insufficient support both at public and private schools (e.g. interview 4: 81-84; and interview 14: 20), one of the teachers linked the shortage of textbooks with the growing student numbers after the introduction of free primary education at public schools (interview 3: 81-90).

8-2. Teaching and learning practices and parents' and teachers' views

The table below summarises the key characteristics of teaching and learning practices in four case schools. Details of findings from a comparisons of each aspect of schooling mechanism between and within public schools and LFPSs are presented in the sections below with the perspectives of teachers and parents.

Table 21: Key characteristics of teaching and learning practices at case schools

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
Aspect 2-1: Teaching practices Aspect 2-1-i: Teacher qualification and compensation	Out of 12 teachers, all 12 teachers are qualified 9 TSC teachers are paid by the government, 3 PTA teachers are paid by private donors and parents 4 NGO teachers without qualification paid by NGO No delay in salary payment for TSC teachers Sometimes minor delays in salary payment for PTA teachers Challenges in providing enough and	Out of 11 teachers, all 11 teachers are qualified 8 TSC teachers are paid by the government, 3 PTA teachers are paid by parents No delay in salary payment for TSC teachers Sometimes delays in or/and partial payment of salary for PTA teachers Challenges in providing enough and	Out of 10 teachers, 6 teachers are qualified and 4 teachers are not qualified All 10 teachers are paid by private donors Delays in or/and partial payment of salary for teachers Challenges in providing enough and	Out of 8 teachers, 2 teachers are qualified and 6 teachers are not qualified All 8 teachers are paid by private donors Sometimes a minor delay in salary payment for teachers Challenges in providing enough and

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
	regular compensation to PTA teachers	regular compensation to PTA teachers	regular compensation to teachers	regular compensation to teachers
Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation	Teacher attendance rate in Term 1 and 2 in 2018 is roughly 98% Longer and more intense engagement following code of conduct for teachers established by head teacher Stability in TSC teachers' continuation; challenges in retaining PTA teachers	Teacher attendance rate in Term 1 and 2 in 2018 is roughly 95% Shorter and less intense engagement Stability in TSC teachers' continuation; challenges in retaining PTA teachers	Teacher attendance rate in Term 1 and 2 in 2018 is roughly 90% Shorter and less intense engagement Challenges in retaining teachers	Teacher attendance rate in Term 1 and 2 in 2018 is roughly 95% Shorter and less intense engagement Challenges in retaining teachers
Aspect 2-2: Learning practices Aspect 2-2-i: Student attendance, engagement in learning, and continuation	Student attendance rate in Term 1 and 2 in 2018 is 90% to 98% Longer and more intense engagement Continuation with performance-based promotion rule	Student attendance rate in Term 1 and 2 in 2018 is 80% to 95% Shorter and less intense engagement Continuation without performance-based promotion rule Accept low-performing students from neighbouring schools,	Student attendance rate in Term 1 and 2 in 2018 is 80% to 90% Shorter and less intense engagement Continuation without performance-based promotion rule Accept low-performing students from neighbouring schools,	Student attendance rate in Term 1 and 2 in 2018 is 85% to 90% Shorter and less intense engagement Continuation without performance-based promotion rule Accept low-performing students from neighbouring schools,

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
	Some choose to repeat grade 7 aiming higher marks at KCPE	while high-performing students transfer to neighbouring schools	while high-performing students transfer to neighbouring schools	while high-performing students transfer to neighbouring schools
Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams	Daily homework for English, Kiswahili and mathematics, 1-2 times a week for other subjects at all grades 2-3 exams per term for lower and middle primary grades, more frequent exams for grade 8 (10 exams in Term 2, 2018) Competitive environment with high expectations for achieving higher marks	Daily homework for English, Kiswahili and mathematics, 1-2 times a week for other subjects at grade 7 and 8, and less frequent homework for grade 1-6 2-3 exams per term for lower and middle primary grades, more frequent exams for grade 8 (7 exams in Term 2, 2018) Less competitive environment	Daily homework for English, Kiswahili and mathematics, 1-2 times a week for other subjects at all grades 2-3 exams per term for lower and middle primary grades, more frequent exams for grade 8 (6 exams in Term 2, 2018) Less competitive environment	Daily homework for English, Kiswahili and mathematics, 1-2 times a week for other subjects at all grades 2-3 exams per term for lower and middle primary grades, more frequent exams for grade 8 (5 exams in Term 2, 2018) Students are required to temporarily register with a registered school to take external official exams Less competitive environment

Aspect 2-1: Teaching practices

Aspect 2-1-i: Teacher qualification and compensation

A comparison of the status of teacher qualification and compensations provided to teachers across the four case schools shows that public schools in general have more teachers with qualifications and more reliable teacher salary payment system, whilst LFPSs struggle in employing enough number of qualified teachers and paying teacher salary on a regular basis. At both public school A and B, all teachers are trained and qualified teachers who graduated TTC, except for NGO teachers teaching foundational literacy and numeracy skills at lower primary grades at public school A. Meanwhile, at private schools, not all the teachers hold official teaching qualification. Some of the teachers at private schools are trained and qualified teachers who used to worked as a TSC teacher and retired/quitted, or recently completed TTC and are waiting to be employed by the government, while there are also teachers without qualification such as those who are currently enrolled in TTC but taking a leave to save funds for school fees or those who are aiming to join TTC and preparing funds for it.

When it comes to compensation, TSC teachers at both public school A and B are paid by the government on a regular basis without delay. A comparison within public schools shows that those with access to multiple funding sources, such as public school A which receives funds from private individual donors and philanthropic organisations in addition to parents, have a capacity to employ additional PTA/NGO teachers and provide regular compensation to them. Meanwhile, public schools that depend on parents for the payment of PTA teachers, such as public school B, sometimes see delays in or/and partial payment of PTA teachers' salary. According to the interviews with teachers and the school owner, there is a difference in the provision of teacher compensation within private schools due

to availability of funds from private donors: while almost all teachers have experienced delays in or/and partial payment of their salary at private school A, teachers at private school B regularly receive their allowance sometimes with minor delays.

A comparison of the views of teachers and parents at case schools presents that teachers and parents at public school A and B are more of less satisfied with the current situation of all teachers holding qualification for teaching. Meanwhile, there are differences in the perspectives of teachers and parents withing private schools: though some of the teachers interviewed at private school A expressed their dissatisfaction with and concerns on the situation of not all the teachers are trained and qualified for teaching, some parents and teachers interviewed at private school B consider that teachers are capable of teaching even without official qualification as long as they are committed. Regarding teacher compensation, teachers and parents at all four case schools seem to recognise similar challenges in providing enough and regular compensation to the teachers paid by private donors and parents. These challenges include, for instance, regular payment of the salary to teachers without delays; and retaining teachers in school for several years when they receive smaller amount of salary than they expect to get from their work.

Aspect 2-1-ii: Teacher attendance, engagement in teaching, and continuation

A comparison of the teachers' attendance register at case schools shows that teacher attendance rate is marginally higher in public schools than private schools: teacher attendance rate in Term 1 and 2 in 2018 is roughly 98% at public school A, 95% at public school B, 90% at private school A, and 95% at private school B. Furthermore, according to the observation and the interview with teachers, roughly two thirds of the teachers at public school A attend remedial classes on Saturdays and Sundays, while less than half

of the teachers attend these classes at public school B and private school A, and about a half of the teachers attend these classes at private school B.

With regard to teacher engagement, a comparison of the interviews and the observation of the classes across case schools indicates that teachers at public school A are more engaged in teaching when compared to those at public school B, private school A and private school B. Following the code of conduct for teachers set by head teachers, the teachers at public school A come to school early to supervise students working on preparations, they usually go to classroom on time for each class, and stay longer at school for teaching remedial classes. Meanwhile, at public school B, private school A and private school B, there are delays in the start of the classes and sometimes there is no teacher in the classroom especially during the morning prep time and some classes in the afternoon.

When it comes to teacher continuation, public schools in general have more stable teacher continuation system in which TSC teachers stay in the school about 5 years before being transferred to another school, while LFPSs face difficulties in retaining teachers due partly to the financial instability for making regular payment to them. In both public schools and LFPSs, teachers who are not paid by the government, e.g., PTA teachers at public schools who are paid by parents or private donors and teachers at private schools who are paid by private donors, tend to have shorter continuation and leave school for obtaining a more stable income. For instance, at private school A, 5 deputy head teacher left the school in the last 10 years due to limited amount of salary and delay in the payment, while at private school B, 6 teachers left the school in the last 3 years.

A comparison of the perspectives of the teachers and parents interviewed at case schools presents that teachers and parents at public school A and private school B are generally satisfied with the current situation of teachers' attendance and engagement in teaching. In both schools, importance of head teacher's role in ensuring teachers' commitment to work was highlighted in the interviews (interview 1: 129-134 at public school A; and interview 25: 36 at private school B). Meanwhile, at public school B and private school A, some teachers and parents mentioned that not all the teachers are meeting the level of commitment expected (interview 7: 9 and interview 11: 16 and 24 at public school B; and interview 14: 42 at private school A). For teacher continuation, while the continuation of TSC teachers is considered as no problem at both public school A and B, the retention of teachers paid by private donors or parents such as PTA teachers at public schools and all teachers at private schools is seen as challenging due partly to insufficient financial resources commonly across all four case schools.

Aspect 2-2: Learning practices

Aspect 2-2-i: Student attendance, engagement in learning, and continuation

According to the school record in the four case schools, public school A has slightly higher student attendance rate when compared to other three case schools: student attendance rate varies in grades but ranged from 90% to 98% at public school A in Term 1 and 2 in 2018, while 80% to 95% at public school B, 80% to 90% at private school A, and 85% to 90% at private school B in the same period. Also, a comparison of the interviews and the observation of the classes across case schools suggests that, in general, students at public school A are more intensely engaged in learning when compared to students in other schools. For instance, students at public school A are in general come to school earlier and stay longer at school compared to those in other case schools including

weekends. While students at public school A work on morning preparations under teachers' supervision everyday prior to the first class, morning preparations in other schools are sometimes skipped or start late without teachers' supervision. Furthermore, students in upper primary grades at public school A are disciplined to maximise their time at school and usually stay in the classroom during the break time for self-study, while students in upper primary grades at other three case schools usually go out and play during the break time, and at both private schools, there are some occasions when the school's daily time schedule is not followed rigidly and classes start late after the break. Also, there are some occasions when some of the upper primary students at public school B come back late from lunch or do not come back at all. Meanwhile, there are some common issues that interrupts student engagement in case schools. For example, students are regularly sent to fetch water from the spring for cooking and other purposes; some students usually help school chef cook breakfast for teachers and lunch for teachers and students; and when students do not pay fees charged or do not bring food requested at school, they are sent home to collect them (with an exception for private school A and boarders who stay and live at private school B).

With regard to student continuation, across all case schools, students' continued promotion to next grade is affected by each school's promotion policy and school transfer practices. Public school A has a distinguished student promotion policy compared to other three cases: head teacher at public school A strictly enforces performance-based promotion policy in upper primary grades. As a result, for instance, at the end of school year, 25 of the low-performing students out of 60 in grade 7 have to choose either they repeat grade 7 at public school A or transfer to grade 8 in another neighbouring school. Besides the promotion regulation, some parents and students dare to choose repeating

grade 7 even though their children are qualified to get promoted to grade 8 in order to increase the probability of earning high marks at KCPE and obtaining scholarship for going to secondary school. Meanwhile, the other three case schools commonly have flexible promotion policy that allows students who are willing to proceed to next grade to be promoted regardless of their academic performance. These schools also have flexible admission policy that accepts students from neighbouring schools regardless of their academic background. As a result, school transfer practice has become popular among the case schools. For example, according to the school record at public school B, about a half of the students in grade 7 and 8 has ever experienced school transfer, i.e., they were originally enrolled to another neighbouring school but moved to public school B. Moreover, according to teachers at private school A and B, both schools accept students who dropped out of neighbouring public schools due to student's low academic performance or/and high fees charged to them, while there are some students, especially students with excellent performance, leave the school and transfer to neighbouring schools.

A comparison of the perspectives of the teachers and parents interviewed at case schools shows that, on the one hand, both parents and teachers at public school A and private school A find the level of students' attendance and engagement in learning is satisfactory. Some parents at public school A attributed the students' high level of commitment to strict principles and disciplines implemented at school, whilst one of the teachers at private school A pointed out the importance of school meals provided to all grades and the flexible fee collection practices in improving student attendance and engagement. On the other hand, some teachers and parents at public school B and private school B see challenges in students' attendance and commitment. For example, there are some cases

at public school B when students remain absent from school for more than a week or two, while teachers at private school B recognise the challenges that the attendance becomes poor when exam fees are collected before the exam week. Some teachers at public school B blamed parents' negative attitudes towards education and their limited support to learning for causing low level of students' concentration on learning, in contrast, one of the parents interviewed blamed teachers for not helping students concentrate on their study. When it comes to student continuation at school, strict implementation of the performance-based promotion rules and resulting school transfer practices and repeating practices at public school A receive a mixture of positive and negative evaluation by teachers and parents, while in the other three case schools, school transfer practices are generally seen as a challenge for improving the academic performance of the school.

Aspect 2-2-ii: Progress monitoring and feedback practice through homework and exams

The four case schools have similar homework schedule: daily homework is given for English, Kiswahili and mathematics, while homework for other subjects is given every 2-3 days once a topic in the subject is fully covered, with an exception for grade 1 to 6 at public school B which has less frequent homework schedule. Submitted homework is checked during the teachers' free time or at class and returned to students on the day of submission.

In terms of exams, lower and middle primary grades across all 4 case schools have 2-3 exams per term, while the frequency of exams at upper primary grades differs in the case schools depending on school registration status and available resources. In addition to internal exams, registered schools have some external tests such as county-wide / sub-county-wide KCPE mock tests. Moreover, students at public school A have additional

exams when private donors agreed to buy and bring them. As a result, for example, grade 8 students at public school A had 10 exams in three months period of Term 2 in 2018, while those at public school B, private school A, and private school B had 7, 6 and 5 exams respectively in the same period. Meanwhile, it requires a special arrangement for students at non-registered schools to take official external exams: when students at private school B, a non-registered school, are taking national, county-wide or sub-county-wide exams, they are required to temporarily register with and take exams at a registered school. It is common across all four case schools that exam results are released in a school assembly where a few of the highest performing students are honored, and later reported to parents with a report card and also at regular parents' conference. At public school A and private school A, full test results with details of each student's marks per subject are put on the wall of each classroom. Furthermore, public school A has a distinguishing competitive exam environment from other schools with high expectations for achieving higher marks. For instance, a piece of paper highlighting 'KCPE minimum target score 330 (out of 500)' is put on the wall of the head teacher's office, staff room and grade 8 classroom; head teacher is greatly involved in the exam management and all teachers are requested to report the results of exams in detail and provide explanations of student performance to the head teacher; and according to one of the parents interviewed, students who performed poorly at an exam subsequently receive a lot of homework to complete.

A comparison of the interviews with stakeholders at each case school reveals that teachers and parents at private school A and B are satisfied with the current homework practice and consider it is working well, meanwhile there is a mixture of views among teachers and parents on the current situation of assigning and checking homework at public school A and B. Some of the challenges identified at public school A include, for example, due

to lack of learning materials such as textbooks and exercise books, it is difficult to assign homework on a regular basis in a good frequency, while an increase in the student population places more pressure on teachers to check many homework in limited time. Meanwhile, key challenges raised at public school B include a lack of material resources, a lack of supportive home environment and parental attitude to work on homework, and a lack of teacher commitment to assign homework. With regard to exams, parents and teachers across all four case schools have a mixture of views: they are satisfied with the current exam and feedback system to some extent, but at the same time, they see some challenges. One of the key challenges identified in all case schools includes a shortage exam papers due to limited financial support from parents resulting in common practice of sharing exam papers with 2-3 students. In addition, some teachers at public school B and private school B pointed out the need for increasing the frequency of exams for grade 7 and 8, while one of the parents at private school A raised her concern that some students are not taking exams as seriously as expected.

8-3. School management and parents' and teachers' views

The table below summarises the key characteristics of school management in four case schools. Details of findings from a comparison between and within public schools and LFPSs are presented in the section below with the perspectives of teachers and parents.

Table 22: Key characteristics of school management at case schools

	Public primary school A	Public primary school B	Private primary school A	Private primary school B
Aspect 3-1: Leadership role in school management Aspect 3-1-i: Leadership role of head teacher in school management	Strong leadership in establishing a code of conduct for teachers and enforcing performance-based promotion policy for students Managing BOM as the secretary Difficulties in managing parents and obtaining their support Extended leadership role in fundraising from private donors and managing school resources from multiple funding sources	Challenges in managing and motivating teachers Managing BOM as the secretary Difficulties in managing parents and obtaining their support Managing school resources received from parents and government	Challenges in managing and motivating teachers Managing PTA as the secretary Difficulties in managing parents and obtaining their support Administrative role only as school resources are managed by school owner	Coping challenges in close consultation with teachers through which head teacher built trust in leading teachers and managing students Weak structure for parental involvement in school management Difficulties in managing parents and obtaining their support Administrative role only as school resources are managed by school owner

Aspect 3-1: Leadership role in school management

Aspect 3-1-i: Leadership role of head teacher in school management

Head teacher's leadership role in school management at case schools are found in the following three aspects: management of teaching and learning, management of parents and BOM/PTA, and management of school resources. A comparison of head teacher's leadership practices of managing teaching and learning in case schools shows that the head teacher's leadership role demonstrated at public school A is outstanding compared to other three cases. Head teacher at public school A exercises his strong leadership role in establishing a code of conduct for teachers to supervise their work closely and enforcing performance-based promotion policy for students, both of which contribute to creating a competitive teaching and learning environment at school and increasing teachers' commitment in teaching as well as students' commitment in learning. Meanwhile, head teacher at public school B and private school A mentioned their challenges and difficulties in managing and motivating teachers, despite their efforts in encouraging teachers to follow good teaching practices and establishing good work relationships with teachers. Head teacher at private school A finds it particularly difficult to manage teachers when there are delays in teachers' salary payment. At private school B, head teacher manages teaching and learning by coping challenges in close consultation with teachers through which he built trust in leading teachers and managing students.

In terms of head teacher's leadership role in managing parents and BOM/PTA, a comparison of school management practices presents that head teacher at public school A, public school B and private school A has more leadership role to play compared to private school B. As the secretary of BOM/PTA, head teacher at these schools takes the

responsibility of setting up and chairing regular BOM/PTA meetings. In addition, head teacher at public school A and B is also responsible for preparing a programme proposal for the use of BOM's funds, and monitoring the implementation of the programmes approved by BOM such as feeding programme, school facility construction, supervision of PTA teachers, etc. Meanwhile, at private school B, head teacher's leadership role in managing PTA is not exercised as much as in other schools since the structure for regular parental involvement in school management is still weak and under development as the school was recently established.

When it comes to management of school resources, the extent of head teacher's involvement in resource management differs significantly across the case schools. While head teacher at public school A and public school B is directly involved in school resource management, head teacher at private school A and private school B focuses on administrative role and has a limited role to play since the owner of the school is primarily taking the lead in fundraising and managing school resources. Meanwhile, a key difference in head teacher's leadership role within public schools can be found in the extended leadership role played by head teacher at public school A: head teacher at public school A engages in fundraising from private donors and manages school resources from multiple funding sources, while the head teacher at public school B is not engaged in any resource-mobilisation activities and he deals with the resources received from the government and parents only. In a rural village context where regular financial and non-financial contributions from the parents are difficult to expect, finding a funding source different from and in addition to the government can bring a big difference to the school.

A comparison of the perspectives of the teachers and parents interviewed at case schools shows that although the importance of parental participation in school management is widely recognised by teachers and parents across all case schools, head teacher at both public schools and LFPSs mentioned their struggles in exercising their leadership role in managing parents and obtaining their support to school activities in a rural village context where many of the parents face socio-economic difficulties. Furthermore, in general, there is a mixture of positive and negative views on head teacher's management practices across all case schools. For example, at public school A, while some parents and teachers appreciate head teacher's extended leadership role in increasing the availability of school resources as well as his strong leadership in bringing changes in teaching and learning practices, others expressed their discontent with some of the school management practices such as infrequent meeting with parents and resource management without revealing details of revenues and expenditures.

8-4. School improvement process from the perspectives of parents and teachers

The interviews with parents and teachers at case schools discovered their views on how the characteristics of schooling mechanism facilitated or constrained achieving higher academic performance. A comparison of these views suggests that there are five key insights for understanding school improvement process in a rural Kenyan context (the numbering of these insights below does not mean the order of school improvement process takes place, nor the importance / significance of the role each insight plays in school improvement):

1) Teaching and learning practices are key for achieving higher academic performance;
2) External support to school is imperative in improving teaching and learning practices;
3) School management plays an important role in improving teaching and learning practices;
4) School management plays a pivotal role in increasing external support to school; and
5) The characteristics of schooling mechanism are partly defined by the village context and school setting, but at the same time, they are shaped by dynamic interactions and feedback loops among different aspects of schooling mechanism

First, a comparison of the stakeholders' views across the four case schools presents that parents and teachers perceive teaching and learning practices can directly foster or hinder achievement in academic performance. At public school A, parents and teachers attributed high academic performance to a range of teaching and learning practices including longer and more intense teacher commitment in teaching; teachers' longer-term contract with school and engagement in teaching; longer and more intense student engagement in learning; strict implementation of performance-based promotion policy;

regular assessment and homework; regular exam and feedback system creating a competitive environment with high expectations for achieving higher marks (for example, interview 2: 293-296; interview 3: 462-466 and 482-485; and interview 4: 113-116). At public school B, while one of the parents associated student homework practice with improvement in academic performance (interview 10: 4), teacher A considers less frequent exams as constraints for improving students' academic performance (interview 8: 6). Furthermore, some teachers perceive that student continuation, especially school transfer practices and promotion practices without strict performance requirements, has impeded achieving higher academic performance (interview 7: 4 and 22; interview 8: 40, 42 and 44). At private school A, many parents and teachers associated greater teacher commitment in teaching with better student performance (interview 15: 75,77 and 79; interview 17: 23 and 25; interview 18: 15; and field notes 78), while head teacher attributed a drop in KCPE school mean score to fewer frequency of exams (field notes 50). Moreover, teacher B emphasised the importance of teacher and student continuation for improving academic performance (interview 14: 10). At private school B, a number of parents and teachers associated greater teacher commitment in teaching and student engagement in learning with better student performance (interview 19: 64; interview 20: 63; interview 24: 4-12; and field notes: 112, 124 and 125). In addition, teachers and parents also emphasized the importance of frequent exams and continuous assessment as well as regular homework in boosting student performance (interview 21: 8 and interview 23: 4), while one of the parents stressed the need employing more number of trained teachers at school for further academic performance improvement (interview 23: 6).

Second, a comparison of the stakeholders' views shows that external support to school plays a key role in facilitating or impeding improvement in teaching and learning

practices. Across four case schools, both the parents and teachers interviewed recognised the strong connection between external support to school and teaching and learning practices. At public school A, an increase in external support, especially those from private donors on top of government support and parents' support, not only enabled the employment of a new PTA teacher but also increased teachers' commitment by providing regular compensation to the PTA teacher and by reducing workload of other teachers (interview 2: 109-111; and interview 3: 251-253). Meanwhile, both the parents and teachers interviewed identified the low availability of parental support and the governmental support as one of the key challenges for regular exams and homework practices. At public school B, some parents and head teacher see the shortage of external support to employ enough teachers as an obstacle for better teaching practices, while they also consider that a low availability of learning materials such as textbooks, storybooks, and exercise books hinders regular and frequent homework (interview 7: 4; interview 10: 6; interview 11: 4 and 6; fieldnotes 95). At private school A, head teacher stated that irregular external support for teacher salary payment has negatively affected teacher motivation and engagement in teaching (interview 12: 132-137), while teachers also mentioned that a decrease in external support for teacher compensation at private school A negatively affected not only teacher continuation but also student continuation (interview13: 4; and a similar explanation by teacher B in interview 14: 8). At private school B, limited availability of textbooks and exercise books is considered as an obstacle for teacher engagement in teaching and student engagement in learning (interview 20: 6 and 16).

Thirdly, a comparison of the stakeholders' views presents that school management practices at public school A have outstanding characteristics in enhancing teaching and

learning practices. At public school A, head teacher exercises his strong leadership role in establishing a code of conduct for teachers to supervise their work closely and enforcing performance-based promotion policy for students. As a result, the school has a competitive teaching and learning environment with a high level of teachers' commitment in teaching and students' commitment in learning. According to the parents and teachers interviewed at public school A, the head teacher's strong leadership role in teaching and learning played an important role in bringing changes in teaching and learning practices (for example, interview 2: 338-342 and 357-359; and interview 6: 15-22 and 166-172). Meanwhile, in other three case schools, head teacher's leadership role in managing teaching and learning practices were somewhat limited. Head teacher at public school B and private school A stated their difficulties in managing and motivating teachers, in spite of the efforts for encouraging teachers to follow good teaching practices and establishing good work relationships with them, while head teacher at private school B manages teaching and learning practices by coping challenges in close consultation with teachers through which he built trust in leading teachers and managing students. In the latter three case schools, they have less competitive teaching and learning environment with shorter and less intense engagement by teachers and students when compared to public school A. In contrast with the performance-based promotion policy strictly implemented at public school A, these schools commonly have flexible promotion policy that allows students who are willing to proceed to next grade to be promoted regardless of their academic performance.

Fourthly, a comparison of the stakeholders' views on the connection between school management and external support to school shows that public school A has a distinguishing leadership role of head teacher in resource mobilisation which has resulted

in an increase in external support to school. At public school A, head teacher is not only directly involved in school resource management, but also he is engaged in fundraising activities targeted at private donors. Consequently, he manages school resources from multiple funding sources including those from the government, parents and private donors. Meanwhile, in other three case schools, head teacher's leadership role in school resource management and resource mobilisation is not exercised as much as done at public school A. The head teacher at public school B deals with the resources received from the government and parents, he is not engaged in any resource-mobilisation activities, whilst the head teacher at private school A and private school B is taking only administrative role because the owner of the school is working on fundraising activities and managing school resources. According to the parents and teachers interviewed at public school A, this extended leadership role of head teacher played a crucial role in boosting external support to school and improving the availability of teaching and learning materials at public school A (for example, interview 2: 338-342 and 357-359). In contrast, without such school management practice, the other three case schools do not have access to any extra resources and struggle in increasing external support to school.

Finally, a comparison of school improvement process in the case schools presents that while the characteristics of the three aspects of schooling mechanism are defined by the village context as well as school setting to some extent, there are also interactions and feedback loops among the three aspects. Characteristics of schooling mechanism at public school A demonstrate that in a poor rural village context where a large amount of support from parents is difficult to expect, having funding sources in addition to governmental support makes a big difference to the school. Also, the school's registration status as public school allowed the school to access a range of government support including the

payment of teachers' salary, provision of teaching and learning materials, regular teacher training opportunities, participation in official external exams like county-wide or sub-county-wide exams, and so on. Meanwhile, there are dynamic interactions among external support to school, teaching and learning practices, and school management contributing to a higher academic performance at public school A. Furthermore, the improvement in academic performance in turn has helped build trust in the leadership role of the head teacher, keep enforcing teaching and learning practices that worked, and increase the amount of funds from private donors. School improvement process in public school B illustrates the importance of village context. The teachers interviewed at public school B blamed the community context and parental attitude towards education as key constraints for improving students' engagement in learning and their performance (interview 9: 4 and 6). Negative parental attitudes towards education also constrained head teacher's leadership role in school management, while limited availability of the support from parents impeded teaching and learning practices, as exemplified in the situation that a shortage of exam fee payment by parents results in less frequency of exams and the exam papers being shared by more than one student (interview 7: 20). The process of school improvement at private school A shows its vulnerability to external funds and support. For private schools working in a poor rural village, the availability of support from the private donors makes a huge difference in school activities since neither the governmental support nor parental support could be relied upon. The case school demonstrates that fluctuation or/and decrease in external support triggers negative chain reactions in the schooling mechanism. Private school A used to perform higher than the sub-county mean score around 2014 when it received a regular support from the church and other private donors. However, as the support from private donors began to fluctuate and gradually decrease from around 2015, the school started to experience a shortage of

necessary teaching and learning materials as well as an unstable compensation for teachers' work. These changes have led to a lower level of teacher commitment in teaching, more frequent teacher turnover and student transfer practices, and made it more difficult for the head teacher to manage teaching and learning through his leadership role, which has eventually constrained students to achieve higher academic performance. Lastly, the process of school improvement at private school B illustrates that limited resource availability has constrained teaching and learning practices at school. For private schools working in a poor rural village, especially for those unregistered schools like private school B, the availability of support from the government is almost nil and the support from the parents is not reliable, which makes the school vulnerable to the availability of support from private donors. The case school demonstrates that a limited availability of external support poses major constraints for improving teaching and learning practices, e.g. insufficient teacher compensation, challenges in teacher continuation, less student engagement in learning, less frequent exams, etc. Meanwhile, the school registration status also puts burdens on their efforts for improving teaching and learning practices, e.g. no teacher training opportunities provided, students are required to temporarily register with and move to neighbouring registered school when taking official external exams, etc. These struggles in improving teaching and learning practices have made it more difficult for students to achieve higher academic performance at private school B.

Chapter 9. Discussion and Conclusion

Based on each case analysis in chapter 4-7 and cross-case analysis in chapter 8, this chapter presents discussions of the findings in relation with the debates in Educational Effectiveness and Improvement Research (EEIR) to see in what ways the findings build, extend, or/and challenge extant knowledge in the field. It first provides discussions around the three aspects of schooling mechanism focused in the conceptual framework, external support to school, teaching and learning practices, and school management, followed by discussions on the process of school improvement. After that, conclusion of the thesis is presented to address key findings, this research's original contribution to the knowledge, implications for policies and practices, and recommendations for future research.

9-1. Discussion

9-1-1. External support to school

In order to better understand the process of school improvement at pubic and low-fee private primary schools in rural Kenya, this research explored and compared the characteristics of external support to school at public and low-fee private primary schools in a rural village in western Kenya. This section provides discussions on the characteristics of external support to school in relation with the debates in EEIR, while discussions on how these characteristics foster or impede school improvement process are provided in section 9-1-4.

The findings on external support to school among four case schools suggest that while there are similarities across public schools and LFPSs in terms of limited and unreliable support from parents in rural Kenyan context, the availability of government support to school significantly differs between public schools and LFPSs. Although there are some shortages and delays, public schools receive a variety of financial and non-financial support from the government. Meanwhile, LFPSs almost exclusively depend on private donors for financing school activities and receive limited financial or material support from the government. It is worth noting that the governmental support to LFPSs is available only to those LFPSs registered with the government, and those not registered with the government receive no support from the government. A comparison within public schools and LFPSs shows that some schools succeeded in receiving financial and non-financial support from private donors and raised more funds than others through fundraising work led by the head teacher in public schools or by the owner of the school in LFPSs.

These similarities and differences in school supporting bodies and their contents of support are reflected in similarities and differences in the availability of teaching and learning materials at public schools and LFPSs. In general, the availability of learning materials remain low across all four case schools as the provision of them mostly relies on parents, who struggle to support school activities due to socio-economic challenges they face. Meanwhile, with support from the government, public schools in general have more teaching materials, though they are still not sufficient and the provision sometimes delays. In contrast, without the government support, LFPSs find it difficult to provide enough teaching materials regularly. There are also differences within public schools and LFPSs, i.e., schools with access to multiple and reliable funding sources have succeeded in increasing teaching and learning materials, whilst schools with access to limited and unreliable funding sources have struggled in providing enough teaching and learning materials.

These findings are in line with the characteristics of external support to school at public schools and LFPSs found in previous studies. As presented in Onsomu et al. (2004) and Ngware et al. (2011), public schools receive more support from the government compared to LFPSs and as a result public schools in general have more teaching and learning materials than LFPSs, though there are some delays and shortages in government support to public schools. Also, as discussed in Onsomu et al. (2004) and Zuilkowski et al. (2018), difference in government registration status between public schools and LFPSs brings difference in availability of the government's capitation grant and government support for teaching and learning materials. Meanwhile, the present research adds knowledge on details of external support to school from different sources including details of financial and non-financial support from parents at public schools and LFPSs under the FPE policy.

It also highlighted the importance of external support in increasing the availability of teaching and learning materials in a low-resource context. As demonstrated in the case of public school A, the present study found that diversification of funding sources works as a strategy to increase external support and supplement deficiencies in availability of financial, material and human resources required at school. Furthermore, the present research revealed that the government registration functions as a threshold for accessing government support and creates differences not only between public schools and LFPSs but also within LFPSs. As discussed in Onsomu et al. (2004) and Zuilkowski et al. (2018), government registration status differentiates public schools from LFPSs in accessing financial support from the government including teachers' salary and school operational costs, and also material support such as teaching and learning materials. In addition to this, this research found that government registration status brings differences between government registered LFPSs and LFPSs without government registration in receiving in-service teacher trainings, seminars and workshops opportunities organised by the government. Furthermore, government registration also affects exam and student registration practices at LFPSs: while students at registered LFPSs can take national KCPE exam and county-wide / sub-county-wide KCPE mock tests at their own school since the school is registered as an official KCPE center, students in non-registered LFPSs must temporarily register with a neighbouring registered school to take these exams.

9-1-2. Teaching and learning practices

In order to better understand the process of school improvement at pubic and low-fee private primary schools in rural Kenya, this research explored and compared the characteristics of teaching and learning practices at public and low-fee private primary schools in a rural village in western Kenya. This section provides discussions on the characteristics of teaching and learning practices in relation with the debates in EEIR, while discussions on how they foster or impede school improvement process are provided in section 9-1-4.

The findings on teaching practices in the case schools presents the following characteristics. First, public schools in general have more teachers with qualifications and more reliable teacher salary payment system, whilst LFPSs struggle in employing enough number of qualified teachers and paying teacher salary on a regular basis. These findings on teacher qualification and compensation in the present research are in line with the characteristics of LFPSs in urban areas of Kenya highlighted by Onsomu et al. (2004) and Ngware (2011), suggesting that LFPSs in rural areas also face similar challenges. Meanwhile, the present research adds knowledge on details of differences between TSC teachers and PTA teachers at public schools: TSC teachers who are paid by the government receive regular compensation on time, while PTA teachers who are paid by parents sometimes experienced delays in or/and partial payment of their salary.

Secondly, although teacher attendance rate varied across public schools and LFPSs (teacher attendance rate in Term 1 and 2 in 2018 is roughly 98% at public school A, 95% at public school B, 90% at private school A, and 95% at private school B), it has to be emphasised that there are differences in the degree of teacher engagement: partly due to

the strict implementation of teachers' code of conduct by the head teacher, teachers at public school A are more engaged in teaching when compared to those at public school B, Private school A and B. These findings on teacher attendance and engagement in teaching are not fully in line with the findings in the previous studies. The literature suggests that LFPs are often reported to have lower student–teacher ratios than public schools (Tooley et al., 2007), and there is less teacher absenteeism because teachers are more accountable to their employers (Zuilkowski et al., 2018), consequently, more time is spent for teaching at LFPSs when compared to public schools (Ngware et al., 2013; Tooley et al., 2007; and Zuilkowski et al., 2018). Meanwhile, the present study revealed that regardless of the fact that LFPSs have lower student-teacher rations compared to public schools, teacher attendance rate varied across public schools and LFPSs, and teachers at public school A are more engaged in teaching compared to teachers at public school B and LFPSs partly due to the strict implementation of teachers' code of conduct by the head teacher. This suggests that teachers' engagement needs further investigations not only from the aspect of their accountability to their employers (Zuilkowski et al., 2018) but also from the aspect of head teachers' leadership role and school management practice which can affect teachers' engagement in teaching.

Thirdly, the findings in this research show that public schools in general have more stable teacher continuation system, while LFPSs face difficulties in retaining teachers. In both public schools and LFPSs, teachers who are not paid by the government, e.g. PTA teachers at public schools who are paid by parents or teachers at private schools who are paid by private donors, tend to have shorter continuation at school. These findings add knowledge on teacher continuation practices at public schools and LFPSs in rural Kenya,

especially on differences in the continuation of service among teachers based on the source of funding for teacher compensation.

When it comes to learning practices, findings in the present research show that public school A has slightly higher student attendance rate than other three case schools. Also, students at public school A are in general more intensely engaged in learning when compared to students in other schools due partly to teachers' high commitment to teaching and strict implementation of the performance-based promotion rule by the head teacher. Meanwhile, across all case schools, students' continued promotion to next grade is affected by each school's promotion policy and school transfer practices. At public school A, head teacher strictly enforces performance-based promotion policy in upper primary grades, while other three case schools commonly have flexible promotion policy that allows students who are willing to proceed to next grade to be promoted regardless of their academic performance. As a result, for instance, at the end of school year, 25 of the low-performing students out of 60 in grade 7 at public school A have to choose either they repeat grade 7 at public school A or transfer to grade 8 in another neighbouring school. Meanwhile, public school B, private school A and private school B accept students who dropped out of neighbouring schools, and there are some students, especially students with excellent performance, leave the school and transfer to neighbouring schools. These findings add knowledge on the student attendance, engagement and continuation practice at public schools and LFPSs in rural Kenya, and suggest the need for further investigations on head teachers' leadership role and school management practice for improving school's academic performance (including the impact of competition among schools and headteachers in areas with a high level of enthusiasm for education) as well as the relationships between public schools and

neighbouring LFPSs, e.g., LFPSs serve as safety net to prevent low-performing students from dropping out of school, while public schools provide opportunities for students in non-registered LFPSs to take official tests like KCPE and county-wide / sub-county-wide KCPE mock tests.

Lastly, with regard to progress monitoring and feedback practice, all case schools have similar homework schedule with an exception for grade 1 to 6 at public school B which has less frequent homework schedule. For exams, lower and middle primary grades across all 4 case schools have 2-3 exams per term, while the frequency of exams at upper primary grades differs in the case schools depending on school registration status and available resources. Registered school with access to multiple funding sources has more frequent exams, while non-registered school and schools with limited funding sources have less frequent exams. Public school A has a distinguishing competitive exam environment from other schools with high expectations for achieving higher marks. Due to low availability of teaching and learning materials, some teachers find it difficult to assign and check homework on a regular basis. Meanwhile, due to unreliable and limited support from parents on exams, all four case schools face a shortage of exam papers, thus it is common for 2-3 students to share a set of exam papers. These findings are generally in line with the characteristics of LFPSs in urban settings of Kenya highlighted by Onsomu et al. (2004) and Ngware (2011), suggesting that LFPSs in rural areas also face similar challenges in stabilizing resources. In addition, they also shed light on the importance of government registration highlighted by Onsomu et al. (2004) and Zuilkowski et al. (2018) from slightly different angle: government registration status not only affects the availability of government support but also limit non-registered schools' access to official exams.

9-1-3. School management

In order to better understand the process of school improvement at pubic and low-fee private primary schools in rural Kenya, this research explored and compared the characteristics of school management at public and low-fee private primary schools in a rural village in western Kenya. This section provides discussions on the characteristics of school management in relation with the debates in EEIR, while discussions on how they foster or impede school improvement process are provided in section 9-1-4.

The findings related to head teacher's leadership practices of managing teaching and learning in case schools indicate that the head teacher's leadership role demonstrated at public school A is outstanding compared to other three cases. Head teacher at public school A exercises his strong leadership role in establishing a code of conduct for teachers to supervise their work closely and enforcing performance-based promotion policy for students, both of which contribute to creating a competitive teaching and learning environment at school and increasing teachers' commitment in teaching as well as students' commitment in learning. These findings are in line with the key findings in Koskie et al. (2020)'s study which highlights an important role head teachers play in disciplining teachers and students at public primary schools in Narok County in Kenya. While the present research affirms the point addressed by Koskie et al. (2020) that head teachers' management competency shapes teaching and learning practices at public schools, it adds details of how head teachers exercised such leadership both at public schools and LFPSs context and presents challenges affecting head teachers' management competency, i.e., head teacher at private school A finds it particularly difficult to manage teachers when there are delays in teachers' salary payment.

In terms of head teacher's leadership role in managing parents and BOM/PTA, a comparison of school management practices presents that head teacher at public school A, public school B and private school A has more leadership role to play compared to private school B. As the secretary of BOM/PTA, head teacher at these schools takes the responsibility of setting up and chairing regular BOM/PTA meetings. In addition, head teacher at public school A and B is also responsible for preparing a programme proposal for the use of BOM's funds, and monitoring the implementation of the programmes approved by BOM such as feeding programme, school facility construction, supervision of PTA teachers, etc. Meanwhile, at private school B, head teacher's leadership role in managing PTA is not much exercised since the structure for regular parental involvement in school management is still weak and under development as the school was recently established. These findings suggest that public schools and registered LFPSs with longer history of operation tend to have effective school management characteristics pointed out in Blum (1990) and Heneveld et al. (1996): representatives from parents and community are involved in school governance body, school management body meetings are frequently held, and its decisions on school activities are made based on their assessment of educational needs. Considering the fact that all four case schools started their operation as non-registered community school or private school and they have gradually developed their school management system, how these characteristics have been developed over time including the impact of the government regulations through registration process needs further investigation.

When it comes to management of school resources, head teacher at public school A and public school B is directly involved in school resource management, while head teacher at private school A and private school B focuses on administrative role and has a limited

role to play since the owner of the school is primarily taking the lead in fundraising and managing school resources. Meanwhile, a key difference in head teacher's leadership role within public schools can be found in the extended leadership role played by head teacher at public school A: head teacher at public school A engages in fundraising from private donors and manages school resources from multiple funding sources, while the head teacher at public school B is not engaged in any resource-mobilisation activities and he deals with the resources received from the government and parents only. In a rural village context where regular financial and non-financial contributions from the parents are difficult to expect, finding a funding sources different from the government can bring a big difference to the school. These findings agree with findings in previous studies highlighting challenges head teachers in Kenya face: in Kenyan context, daily challenges of head teachers include practical issues related to school resources in addition to school's core function of teaching and learning (Bush et al., 2006; and Kitavi et al., 1997). Moreover, they reaffirm the point addressed by Gwaro et al (2023) that head teachers' ability to organise fundraising projects and identify donors for their school positively influenced the improvement of school infrastructure. Meanwhile, the present research adds knowledge on different roles taken by head teachers at public schools and LFPSs in terms of school resource management: head teachers at public schools are directly involved in school resource management, while those at LFPSs focus more on administrative role and have a limited role to play. Furthermore, it sheds light on the importance of head teachers' resource mobilization skills not only in improving school infrastructure but also in other areas such as increasing the availability of teaching and learning materials, employing additional PTA teachers, and improving teacher commitment in teaching, as demonstrated by head teacher at public school A.

9-1-4. School improvement process

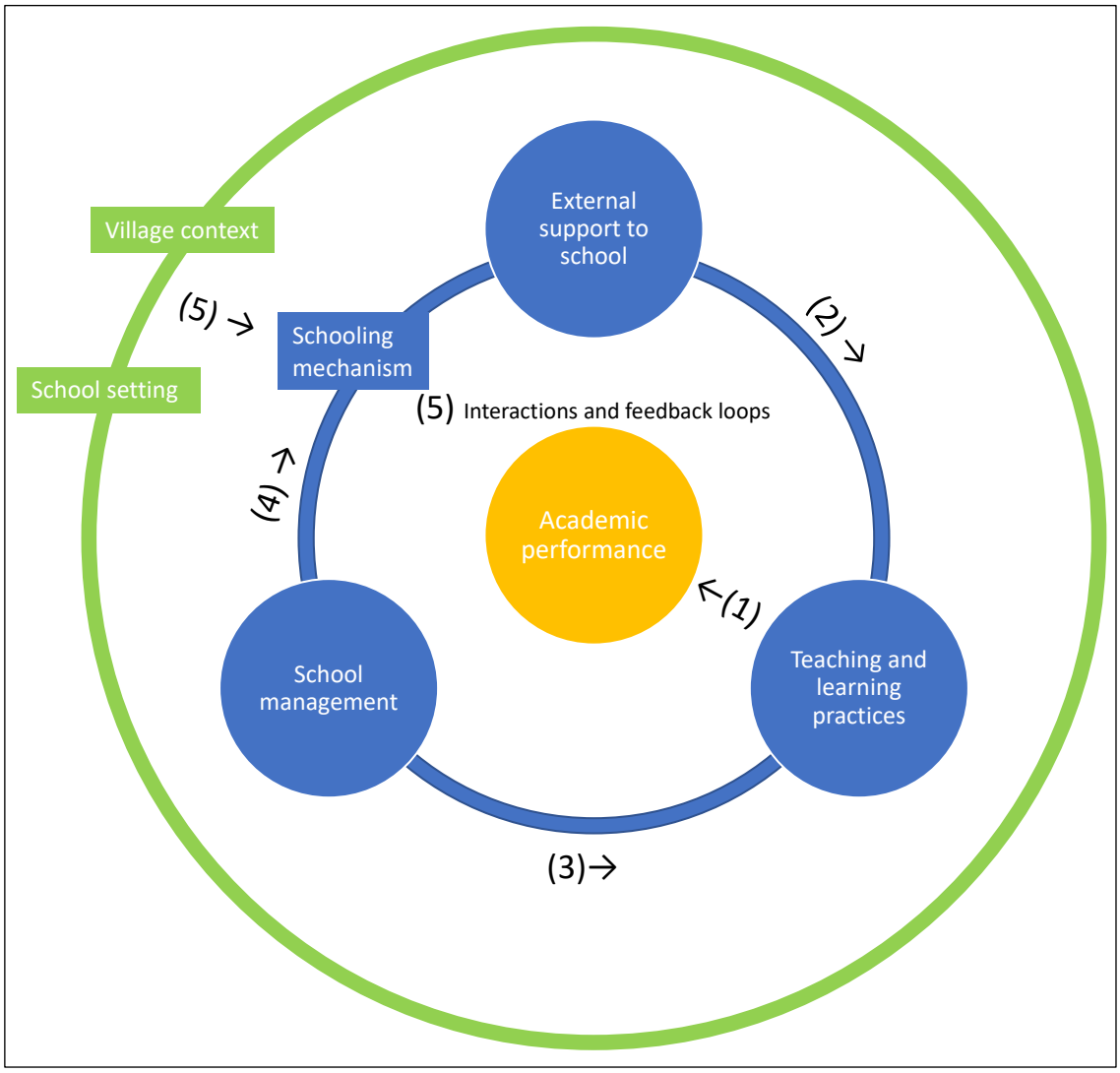
In order to better understand the process of school improvement at pubic and low-fee private primary schools in rural Kenya, this research explored and compared teachers' and parents' views on how the three aspects of schooling mechanism focused in the conceptual framework, namely, external support to school, teaching and learning practices, and school management, facilitate or constrain school improvement process at public and low-fee private primary schools in a rural village in western Kenya. Based on the findings on the differences and similarities in the characteristics of schooling mechanism reviewed in the previous sections, this section provides discussions around how these characteristics of schooling mechanism foster or impede school improvement process in relation with the debates in EEIR.

The interviews with parents and teachers at case schools discovered their views on how the characteristics of schooling mechanism facilitated or constrained achieving higher academic performance. Through a comparison of these views, the following five key insights for understanding school improvement process in a rural Kenyan context have emerged.

(1) Teaching and learning practices are key for achieving higher academic performance;
(2) External support to school is imperative in improving teaching and learning practices;
(3) School management plays an important role in improving teaching and learning practices;
(4) School management plays a pivotal role in increasing external support to school; and
(5) The characteristics of schooling mechanism are partly defined by the village context and school setting, but at the same time, they are shaped by dynamic interactions and feedback loops among different aspects of schooling mechanism

These five key insights are visualized against the conceptual framework in Figure 13. The numbering of these insights does not mean the order of school improvement process takes place, nor the importance / significance of each insight in school improvement.

Figure 13: Five key insight for understanding school improvement process



(1) Teaching and learning practices are key for achieving higher academic performance

The findings from a comparison of the stakeholders' views across the four case schools present that parents and teachers perceive teaching and learning practices play a crucial

role in fostering or hindering achievement in academic performance. With regard to teaching practices, for example, parents and teachers at public school A attributed high academic performance to a range of teaching practices including longer and more intense teacher commitment in teaching and teachers' longer-term contract with school and engagement in teaching (for example, interview 2: 293-296; interview 3: 462-466 and 482-485; and interview 4: 113-116). Also, at private school A, many parents and teachers at associated greater teacher commitment in teaching with better student performance (interview 15: 75,77 and 79; interview 17: 23 and 25; interview 18: 15; and field notes 78), while teacher B emphasised the importance of teacher continuation for improving academic performance (interview 14: 10). Parents and teachers at private school B associated greater teacher commitment in teaching with better student performance (interview 19: 64; interview 20: 63; interview 24: 4-12; and field notes: 112, 124 and 125). In addition, one of the parents at private school B stressed the need employing more number of trained teachers at school for further academic performance improvement (interview 23: 6).

These findings are generally in line with existing findings in the EEIR – for instance, findings on the importance of teacher qualification and training in improving learning outcomes by Lockheed et al. (1991), Dalin (1994), Appleton (1995), Anderson (2002) and (Onsomu et al., 2005), while the crucial role of teachers' continued attendance (non-absenteeism) and engagement in teaching in achieving higher student performance addressed by Lloyd et al. (2000), Duflo et al. (2015) and Teddlie (2003).

When it comes to learning practices, at public school A, for instance, parents and teachers attributed high academic performance to a range of learning practices including longer

and more intense student engagement in learning, and strict implementation of performance-based promotion policy (for example, interview 2: 293-296; interview 3: 462-466 and 482-485; and interview 4: 113-116). Similarly, parents and teachers at private school B associated greater student engagement in learning with better student performance (interview 19: 64; interview 20: 63; interview 24: 4-12; and field notes: 112, 124 and 125). Meanwhile, at public school B, some teachers perceive that student continuation, especially school transfer practices and promotion practices without strict performance requirements, has impeded achieving higher academic performance (interview 7: 4 and 22; interview 8: 40, 42 and 44). In addition, at private school A, teacher B emphasised the importance of student continuation for improving academic performance (interview 14: 10). Furthermore, parents and teachers at public school A attributed high academic performance to regular assessment and homework and regular exam and feedback system which has created a competitive environment with high expectations for achieving higher marks (for example, interview 2: 293-296; interview 3: 462-466 and 482-485; and interview 4: 113-116). At public school B, whilst one of the parents associated student homework practice with improvement in academic performance (interview 10: 4), teacher A considers less frequent exams as constraints for improving students' academic performance (interview 8: 6). Similarly, head teacher at private school A attributed a drop in KCPE school mean score to fewer frequency of exams (field notes 50), while teachers and parents at private school B also emphasised the importance of frequent exams and continuous assessment as well as regular homework in boosting student performance (interview 21: 8 and interview 23: 4).

These findings agree with the existing literature highlighting the importance of students' regular attendance and continued promotion to next grade in improving academic

performance (Onsomu et al., 2005; and Wasanga et al., 2012), and also in line with the extant knowledge on the contribution of frequent homework and exams in achieving higher learning outcomes (Blum, 1990; Dalin, 1994; Haddad et al., 1990 and Onsomu et al., 2005). Meanwhile, the present research adds knowledge on student continuation/transfer practices affecting school performance. As seen above, students' continued promotion to next grade is affected by each school's student promotion policy and school transfer practices. While public school A strictly enforces performance-based promotion policy in upper primary grades and improves school's academic performance by allowing only performing students to sit in grade 8, this causes school transfer practices as well as grade repetition practices. In contrast, the other three case schools commonly have flexible student promotion policy and allow students to proceed to next grade regardless of their academic performance, while highly performing students tend to transfer to neighbouring public schools including public school A. Consequently, academic performance in these schools are negatively affected by the school transfer practices and student promotion policy.

(2) External support to school is imperative in improving teaching and learning practices

The findings from a comparison of the stakeholders' views show that external support to school plays a key role in facilitating or impeding improvement in teaching and learning practices. Across four case schools, both the parents and teachers interviewed recognised the strong connection between external support to school and teaching and learning practices. For instance, both the parents and teachers interviewed identified the low availability of parental support and the governmental support as one of the key challenges for regular exams and homework practices.

At public school A, an increase in external support, especially those from private donors on top of government support and parents' support, not only enabled the employment of a new PTA teacher but also increased teachers' commitment by providing regular compensation to the PTA teacher and by reducing workload of other teachers (interview 2: 109-111; and interview 3: 251-253). Meanwhile, both the parents and teachers interviewed identified the low availability of parental support and the governmental support as one of the key challenges for regular exams and homework practices. Meanwhile, at public school B, some parents and head teacher mentioned the shortage of external support for employing enough teachers as an obstacle for better teaching practices, while they also considered that a low availability of learning materials such as textbooks, storybooks, and exercise books hinders regular and frequent homework (interview 7: 4; interview 10: 6; interview 11: 4 and 6; fieldnotes 95). At private school A, head teacher stated that irregular external support for teacher salary payment has negatively affected teacher motivation and engagement in teaching (interview 12: 132-137), while teachers also mentioned that a decrease in external support for teacher compensation at private school A negatively affected not only teacher continuation but also student continuation (interview13: 4; and a similar explanation by teacher B in interview 14: 8). At private school B, limited availability of textbooks and exercise books is considered as an obstacle for teacher engagement in teaching and student engagement in learning (interview 20: 6 and 16).

These findings are in line with the extant literature highlighting the importance of teaching and learning materials in enhancing student learning such as Lockheed et al. (1991) and Onsomu et al. (2005), while they also suggest that schools in rural Kenya with limited external support are in a similar situation described in Lockheed et al. (1993),

where schools lacking the basic minimum inputs necessary for them to function as schools. Whilst Onsomu et al. (2004) points out that the governmental support potentially plays a key role in assisting financial sustainability of the school and maintaining the standard of teaching, the present research also found that in a rural Kenyan village context where parental support to school is minimal, access to financial and non-financial support from the government makes a huge difference in the availability of school resources between public schools and LFPSs. Furthermore, this research adds knowledge on the importance of having multiple sources of support, e.g., private donors' support for providing teaching and learning materials is crucial in supplementing the shortages of the school resources and improving teaching and learning practices not only in LFPSs but also in public schools.

(3) School management plays an important role in improving teaching and learning practices

Through a comparison of the stakeholders' views, the present research found that school management practices at public school A have outstanding characteristics in enhancing teaching and learning practices when compared to the other three case schools. At public school A, head teacher exercises his strong leadership role in establishing a code of conduct for teachers to closely supervise their work and in implementing performance-based promotion policy for students. Consequently, the school has a competitive teaching and learning environment with a high level of teachers' commitment in teaching and students' commitment in learning. According to the parents and teachers interviewed at public school A, the head teacher's strong leadership role in teaching and learning played an important role in bringing changes in teaching and learning practices (for example, interview 2: 338-342 and 357-359; and interview 6: 15-22 and 166-172). Meanwhile, in

the other three case schools, head teacher's leadership role in managing teaching and learning practices were somewhat limited. For example, Head teacher at public school B and private school A stated their difficulties in managing and motivating teachers, in spite of the efforts for encouraging teachers to follow good teaching practices and establishing good work relationships with them. Public school B and the LFPSs studies in this research have less competitive teaching and learning environment with shorter and less intense teacher engagement in teaching and student engagement in learning when compared to public school A. Furthermore, in contrast with the performance-based promotion policy strictly implemented at public school A, these schools commonly have flexible promotion policy which allows students who are willing to proceed to next grade can be promoted regardless of their academic performance.

These findings are in line with the findings in Koskie et al. (2020) and reaffirm the point that the competency of head teacher plays a crucial role in disciplining teachers and students. Meanwhile, the present research adds knowledge on details of how head teachers exercised their leadership in managing teaching and learning practices and their daily struggles experienced at public schools and LFPS in rural Kenya.

(4) School management plays a pivotal role in increasing external support to school

The findings from a comparison of the stakeholders' views on the connection between school management and external support to school revealed that public school A has a distinguishing leadership role of head teacher in resource mobilisation which has resulted in an increase in external support to school. At public school A, head teacher is engaged in fundraising activities targeted at private donors, while in other three case schools, head teachers are not engaged in resource mobilisation work. According to the parents and

teachers interviewed at public school A, this extended leadership role of head teacher played a crucial role in boosting external support to school and improving the availability of teaching and learning materials at public school A (for example, interview 2: 338-342 and 357-359). In contrast, without such resource mobilisation practice of head teacher, the other three case schools struggle in increasing external support to school and supplementing deficiencies in school budget.

These findings are similar to the point highlighted by Gwaro et al. (2023) that head teachers' ability to organise fundraising projects and identify donors for their school positively influenced the implementation of infrastructure projects. This research adds knowledge on the differences in the role of head teacher in resource mobilisation between public schools and LFPSs as well as difference within public schools. It also revealed that in low resource rural Kenyan context, head teacher's resource mobilisation skills play a crucial role in increasing external support to school and the availability of teaching and learning materials at school.

(5) The characteristics of schooling mechanism are partly defined by the village context and school setting, but at the same time, they are shaped by dynamic interactions and feedback loops among different aspects of schooling mechanism

Through a comparison of school improvement process in the case schools, the present research revealed that the characteristics of schooling mechanism are defined by the village context as well as school setting. The extant literature such as Fleisch (2007) and Teddlie (2003) points out the importance of taking school / community context into consideration in understanding school improvement, while Onsomu et al. (2004) and Zuilkowski et al. (2018) demonstrate the influence of school setting on the characteristics

of schooling in terms of how difference in government registration status between public schools and LFPSs brings difference in availability of government's support. The present study sheds light on the school improvement process in socio-economically disadvantaged areas where most of the households live in poverty, and adds knowledge on how different government registration status put schools in different contexts for school improvement.

Characteristics of schooling mechanism at public school A demonstrated that in a poor rural village context where a large amount of support from parents is difficult to expect, having funding sources in addition to governmental support makes a big difference to the school. Also, the school's registration status as public school allowed the school to access a range of government support including the payment of teachers' salary, provision of teaching and learning materials, regular teacher training opportunities, participation in official external exams like county-wide or sub-county-wide exams, and so on. In addition, school improvement process in public school B also illustrated the importance of village context. The teachers interviewed at public school B blamed the community context (where most of the parents are not well-educated, are not employed and get paid regularly, and do not value education) and parental attitude towards education as key constraints for improving students' engagement in learning and their performance (interview 9: 4 and 6). Negative parental attitudes towards education also constrained head teacher's leadership role in school management, while limited availability of the support from parents impeded teaching and learning practices, as exemplified in the situation that a shortage of exam fee payment by parents results in less frequency of exams and the exam papers being shared by more than one student (interview 7: 20). Moreover, the process of school improvement at private school A showed its vulnerability

to external funds and support. For private schools working in a poor rural village, the availability of support from the private donors makes a huge difference in school activities since neither the governmental support nor parental support could be relied upon. Similarly, the process of school improvement at private school B illustrated that limited resource availability has constrained teaching and learning practices at school. For private schools working in a poor rural village, especially for those unregistered schools like private school B, the availability of support from the government is almost nil and the support from the parents is not reliable, which makes the school vulnerable to the availability of support from private donors. The case school demonstrates that a limited availability of external support poses major constraints for improving teaching and learning practices, e.g. insufficient teacher compensation, challenges in teacher continuation, less student engagement in learning, less frequent exams, etc. Furthermore, the school registration status also puts burdens on their efforts for improving teaching and learning practices, e.g. no teacher training opportunities provided, students are required to temporarily register with and move to neighbouring registered school when taking official external exams, etc. These struggles in improving teaching and learning practices have made it more difficult for students to achieve higher academic performance at private school B.

Meanwhile, the present research also found that the characteristics of schooling mechanism are also shaped by the interactions and feedback loops among different aspects of schooling mechanism. For instance, school improvement process in public school A demonstrated that there are dynamic interactions among external support to school, teaching and learning practices, and school management, which contributed to achieving higher academic performance. Furthermore, the improvement in academic

performance in turn has helped build trust in the leadership role of the head teacher, continue enforcing teaching and learning practices that had worked effectively, and increase the amount of funds from private donors. In contrast, school improvement process in private school A showed that a fluctuation or/and a decrease in external support triggered negative chain reactions in the schooling mechanism. Private school A used to perform higher than the sub-county mean score around 2014 when it received a regular support from the church and other private donors. However, as the support from private donors began to fluctuate and gradually decrease from around 2015, the school started to experience a shortage of necessary teaching and learning materials as well as an unstable compensation for teachers' work. These changes have led to a lower level of teacher commitment in teaching, more frequent teacher turnover and student transfer practices, and made it more difficult for the head teacher to manage teaching and learning through his leadership role, which has eventually constrained students to achieve higher academic performance.

9-2. Conclusion

Achieving universal access to quality primary education has remained as a key challenge in Kenya. After the introduction of the Free Primary Education policy in 2003, non-state private provision of primary education including low-fee private schools (LFPSs) has proliferated both in urban and rural areas in Kenya. However, literature review of the Educational Effectiveness and Improvement Research (EEIR) in Africa and developing countries shows that there remains a lack of empirical studies on schools in socio-economically disadvantaged areas such as rural areas, and there are few studies on emerging LFPSs, which has resulted in the underrepresentation of some of the school improvement experiences in the field of EEIR (Tooley et al., 2010; Yu, 2007; Fleisch, 2007). Furthermore, literature review also suggests limited availability of context-sensitive studies that enhance understanding on the process of school improvement from the perspectives of stakeholders involved in schools (Fertig, 2000). With this research gap in mind, this qualitative case study research aimed at exploring the differences and similarities in the characteristics of schooling mechanism and the process of school improvement at pubic and low-fee private primary schools in rural Kenya from the perspectives of teachers and parents. Based on the conceptual framework for school improvement process analysis, the research examined three aspects of schooling mechanism (external support to school, teaching and learning practices, and school management) as well as school setting and village context at four case schools (two public schools, one government registered-LFPS and one non-registered LFPS) located in a rural village in Luanda sub-county, Vihiga county, western Kenya.

The interviews with parents and teachers at case schools discovered their views on how the characteristics of schooling mechanism facilitated or constrained achieving higher

academic performance. Through a comparison of these views, the following five key insights for understanding school improvement process in a rural Kenyan context have emerged: (1) Teaching and learning practices are key for achieving higher academic performance; (2) External support to school is imperative in improving teaching and learning practices; (3) School management plays an important role in improving teaching and learning practices; (4) School management plays a pivotal role in increasing external support to school; and (5) The characteristics of schooling mechanism are partly defined by the village context and school setting, but at the same time, they are shaped by dynamic interactions and feedback loops among different aspects of schooling mechanism.

This research aimed at contributing to the knowledge body in the field of EEIR by adding insights into the process of school improvement experienced at public schools and LFPSs in rural Kenya, a context rarely examined in the extant studies in the field of EEIR. In terms of the characteristics of external support to school, this research revealed that the government registration functions as a threshold for accessing government support and creates differences not only between public schools and LFPSs but also within LFPSs. As discussed in Onsomu et al. (2004) and Zuilkowski et al. (2018), government registration status differentiates public schools from LFPSs in accessing financial support from the government including teachers' salary and school operational costs, and also material support such as teaching and learning materials. In addition to this, this research found that government registration status brings differences between government registered LFPSs and LFPSs without government registration in receiving in-service teacher trainings, seminars and workshops opportunities organised by the government. Furthermore, government registration also affects exam and student registration practices at LFPSs: while students at registered LFPSs can take national KCPE exam and county-

wide / sub-county-wide KCPE mock tests at their own school since the school is registered as an official KCPE center, students in non-registered LFPSs must temporarily register with a neighbouring registered school to take these exams.

Regarding the characteristics of teaching and learning practices, this research discovered that students' continued promotion to next grade is affected by each school's promotion policy and school transfer practices. While public school A strictly enforces performance-based promotion policy in upper primary grades and improves school's academic performance by allowing only performing students to sit in grade 8, this causes school transfer practices as well as grade repetition practices. In contrast, the other three case schools commonly have flexible student promotion policy and allow students to proceed to next grade regardless of their academic performance, while highly performing students tend to transfer to neighbouring public schools including public school A. Consequently, academic performance in these schools are negatively affected by the school transfer practices and student promotion policy.

With regard to the characteristics of school management, this research adds knowledge on the extended leadership role of head teacher in resource mobilisation: head teacher at public school A engages in fundraising from private donors and manages school resources from multiple funding sources. In a rural village context where regular financial and non-financial contributions from the parents are difficult to expect, and the government supports are often insufficient and delayed, finding additional funding sources can bring a big difference to the school. As presented in the case of public school A, diversification of funding sources works as a strategy to increase external support and supplement deficiencies in availability of financial, material and human resources required at school.

Finally, through a comparison of school improvement process in the case schools, the present research revealed that the characteristics of schooling mechanism are on the one hand, defined by the village context as well as school setting, but on the other hand, they are also shaped by the interactions and feedback loops among different aspects of schooling mechanism. For example, school improvement process in public school A demonstrated that there are dynamic interactions among external support to school, teaching and learning practices, and school management, which contributed to achieving higher academic performance. Furthermore, the improvement in academic performance in turn has helped build trust in the leadership role of the head teacher, continue enforcing teaching and learning practices that had worked effectively, and increase the amount of funds from private donors.

These findings from the present research have significant implications for the policy makers and ministry officials in accelerating their efforts towards achieving universal access to quality primary education in Kenya. The situation of public schools and LFPSs operating in rural village context highlighted the need for the government to expand and improve their support to these disadvantaged schools. In a low resource context where regular and reliable support from parents is difficult to expect and support from private donors fluctuates, the government support plays a crucial role in improving learning. Considering the fact that government registration status causes differences in the availability of financial and non-financial support from the government, the government recognition and regulatory framework for LFPSs needs to be reviewed so that the government resources become accessible to the most marginalized schools like non-registered LFPSs working in rural areas. In addition, the delivery system as well as the

contents of the government support merits careful investigation. For example, as seen above, public schools in rural areas continue to experience delays and shortages in teaching and learning materials, while the collection of exam fees at school put burden on parents and disturbs students' engagement in learning as they are often sent back home to collect them.

While the present research contributed to adding new insights into EEIR for understanding school improvement process in a rural Kenyan context, it has to be emphasised that there are some limitations in the present research and there is a need for much more research to be done. The scope of this research was affected by limited availability of research time, researcher skills and resources. For more comprehensive understanding and explanation of school improvement process, we need further studies conducting multi-level and longitudinal data collection and analysis. While this research sets each school as the key unit of analysis and delimited its focus at school level, more research is needed focused on the classroom level issues such as teaching / pedagogial methods used and interactions between teachers and students as well as the education system-wide level issues such as education policy structure, ministry's organisational system for teacher training, etc. Moreover, longitudinal data collection and comparison would allow deeper understanding of how school improvement takes place. Lastly, limitations related to the language issue need to be acknowledged. The researcher has limited knowledge of the vernacular in the case village, Olunyole, which is widely spoken at home and occasionally at school, whereas some of the research participants especially parents with relatively short schooling experiences have limited knowledge of English. It limited the extent of in-depth observations by the researcher at school because not all the oral instructions for school activities and conversations among research participants were

done in English. This suggests a need for more local researchers to get involved in the EEIR research to capture perspectives of key stakeholders and enhance understanding on the process of school improvement from the viewpoints of stakeholders involved.

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Appendices

Appendix 1 Information checklist (data collection protocol)

Aspect 1-1: Supporting body and contents of support	
Aspect 1-1-i: Financial and non-financial support from parents	Amount of school fees, what happens when not paid?
	Examples of other fees charged, what happens when not paid?
	Foods brought by parents, what happens when not brought?
	Learning materials provided by parents? What happens when not brought?
	Frequency of meeting with parents, what are the issues discussed?
	Financial contribution from community, how often? Reliable source?
	Non-financial contribution from community, how often? Reliable source? e.g. offer of building materials, land, food for students and teachers, labour for site preparation and building construction
Aspect 1-1-ii: Financial and non-financial support from the government	Frequency of training(s) teacher receive
	Teaching/Learning materials school receives, how often?
	Frequency of inspections and supervision, how long does it take? What were the comments received last?
	Grants and subsidies school receives, how often?
	Teachers' salary school receives, paid regularly?
Aspect 1-1-iii: Financial and non-financial support from private donors	Teachers' salary, how often? Price based on performance?
	Funds for school activities (exam fees?)
	Foods school receives
	Teaching/Learning materials
	How often do they come to school, how do they involve in school?
Other support from any institutions or individuals	NGOs, individuals, organisations, institutions etc What, who, why, when, how often, how long, how much?
Aspect 1-2: External support to material/human resources	
Aspect 1-2-i: Availability of teaching and learning materials	Availability of teaching materials (blackboard, chalks, teachers' guide, textbook, supporting materials), who buys them, how often?
	Availability of learning materials (pencils, pencil sharpener, rubber, ruler, compass, notebook for each subject, textbook for each subject), who buys them, how often?
Aspect 1-2-ii: Teacher qualification and compensation	Number of teachers who have finished TTC
	Number of teachers who have attended teacher seminars/workshops in last 2 years
	Who pays? How often? Higher/Lower than public school?

Aspect 2-1: Teacher commitment	
Aspect 2-1-i: Teacher attendance, continuation and engagement in teaching	Number of teachers who left school in the last 3 years, reasons
	Time of arrival, time of departure, number of classes each teacher has in a week
	Attendance checked? Rate? What happens when absent?
Aspect 2-2: Student learning process	
Aspect 2-2-i: Student attendance, continuation and engagement in learning	Registry check for all classes? Number of new students, how many have ever transferred school? Reasons for school transfer
	Number of repeating students, reasons for repeating
	Number of dropouts, reasons for dropping out
	Trend in enrolments? Higher, fewer? Why?
	Time of arrival, time of departure, difference in different grades?
Aspect 2-2-ii: Progress monitoring and feedback through homework and exams and exam	Schedule for performance monitoring exists? How often? Timely feedback? Revisions at class?
	Records of individual student?
	How data stored and referred? Report to parents?
	Announcement of results at class/school to encourage good performance?
	Frequency of homework? Checked all the time?
Aspect 2-2-iii: Class size	Number of students in each class
	Number of teachers
	Number of classrooms
Aspect 3-1: Leadership role in school management	
Aspect 3-1-i: Leadership role of head teacher in school management	BOM exists? Role and functions of head teacher? Role and functions of parents? Examples?
	Frequency of meeting? Who decides ways of using funds? How decided, decision-making process? Parents and community are involved?
	Who does assessment of educational needs? (Decisions for) Funds reflect the needs identified?
Academic performance	
KCPE score at grade 8 from 2014 to 2018 and KCPE mock test score in term 1 and	KCPE score 2014-2018
	KCPE mock test score in term 1 and term 2 in 2018

term 2 in 2018	
School setting	
School setting	School location, number of students, students' background, number of teachers, teachers' background, year of establishment, historical development of the school and government registration status
Village context	
Socio-economic context	Socio-economic situation of the villagers including parents at case schools
Cultural context	Cultural attitudes of the villagers including parents towards school and education
Other	
	How does feeding work? Who pays for food? Who can eat?
	School time schedule?
	How long students in school? Difference in different grades?
	School compound (size, facilities, when buildings are built as indication of expansion)

Appendix 2 List of interview questions

The questions listed below are the structured part of interview questions asked. The researcher further explored evidences, examples, reasons, etc after asking these questions.

Scope of questions for interview with head teacher, teachers and parents

1. What kind of financial and non-financial support does your school receive from parents?
2. How do you see their support?
3. What kind of financial and non-financial support does your school receive from the government?
4. How do you see their support?
5. What kind of financial and non-financial support does your school receive from private donors?
6. How do you see their support?
7. Do teachers in your school have enough teaching materials?
8. How do you see the availability of teaching materials?
9. Do students in your school have enough learning materials?
10. How do you see the availability of learning materials?
11. Do teachers in your school have qualification?
12. How do you see teachers' qualification status at your school?
13. Do teachers in your school receive compensation for their work?
14. How do you see the situation of teacher compensation at your school?
15. How do you see the class-size at your school?
16. Do teachers in your school come to school everyday?
17. How do you see teachers' attendance at your school?
18. Are there any teachers who have left this school in the last 3 years, if yes, why?
19. How do you see teacher continuation status at your school?
20. Do teachers in your school engage in teaching?
21. How do you see the teachers' engagement at your school?
22. Do students in your school come to school everyday?
23. How do you see students' attendance at your school?
24. How do you see students' continuation status at your school? This includes promotion to next grade, repeating and dropping out situation.

25. Do students in your school engage in teaching?
26. How do you see the students' engagement at your school?
27. Does your school have student assessment (e.g. exams) and feed back system, if yes, how often do you assess students?
28. How do you see the student assessment and feedback system at your school?
29. Does your school have homework, if yes, how often homework is given?
30. How do you see the homework system at your school?
31. Does your school have the Board of Management, if yes, how does it work?
32. What are the roles and functions of head teacher and parents?
33. How do you see the leadership role of head teacher in school management?
34. How do you see the academic performance of the school?
35. What do you think have contributed to the academic performance?
36. What do you think have constrained the academic performance?

Appendix 3 Themes and Codes

<General codes >

General codes refer to the codes that are applied to the contents of data (e.g. description, explanation and judgement of something or someone) across all dimensions of schooling focused in the research.

Codes
Positive evaluation: success, facilitate improvement, strength, effective
Negative evaluation: failure, constrain improvement, weakness, ineffective,
Assigning someone responsibility for a positive result/situation (appreciation)
Assigning someone responsibility for a negative result/situation (blaming)
Begging
Exaggeration
Sympathy

<Specific themes and codes >

The table below presents the themes and codes that are applied to the contents of data (e.g. description, explanation and judgement of something or someone) on each dimension of schooling focused in the research.

Dimension of schooling		Themes	Codes
Aspect 1-1: Supporting body and contents of support	Aspect 1-1-i: Financial and non-financial support from parents Aspect 1-1-ii: Financial and non-financial support from the government Aspect 1-1-iii: Financial and non-financial support from private donors	Effective support	Sufficient support
			Regular support
			Reliable support
			Support comes in time
			Multiple funding sources
			High level of expectation
			High level of satisfaction
			Appreciation of support
		Ineffective support	Insufficient support
			Irregular support
			Unreliable support
			Support delays
			Low level of expectation
			Low level of satisfaction
			Blaming the government
			Blaming parents
Aspect 1-2: Availability of teaching and	Aspect 1-2-i: Availability of teaching and learning materials	Sufficient resources	Sufficient materials
			Satisfied with the availability
			Appreciation of support

Dimension of schooling		Themes	Codes
learning materials		Insufficient resources	Insufficient materials
			Unsatisfied with the availability
			Blaming the government
			Blaming parents
Aspect 2-1: Teaching practices	Aspect 2-1-i: Teacher qualification and compensation	Effective teachers and support to them	Qualified teachers
			Regular compensation payment
		Ineffective teachers and support to them	Unqualified teachers
			Irregular compensation payment
			Blaming the government
			Blaming parents
			Blaming private donors
	Aspect 2-1-i: Teacher attendance, engagement in teaching, and continuation	Teachers with high level of commitment	Regular attendance
			Continue to work for a long term
			Motivated for work
			Committed for work
			Teachers are trusted by parents
		Teachers with low level of commitment	Irregular attendance
			Continue to work for a short term
			Low motivation for work
			Low commitment for work
			Low level of trust on teachers by parents
			Blaming parents
			Blaming student background
			Blaming private donors
Aspect 2-2: Learning process	Aspect 2-2-i: Student attendance, engagement in learning, and continuation	Students with high level of commitment	Regular attendance
			Committed student
			Competitive environment
			High level of expectation
		Students with low level of commitment	Irregular attendance
			Students with low level of commitment
			Non-competitive environment

Dimension of schooling		Themes	Codes
			Low level of expectation
	Aspect 2-2-ii: Progress monitoring and feedback through homework and exams	Regular and competitive progress monitoring and feedback	Regular and frequent assessment and feedback
			Competitive environment
			High level of expectation
			High level of pressure
		Irregular and non-competitive progress monitoring and feedback	Irregular assessment and feedback
			Non-competitive environment
			Low level of expectation
			Low level of pressure
Aspect 3-1: Leadership role in school management	Aspect 3-1-i: Leadership role of head teacher in school management	Effective leadership and management	Respected by teachers/parents
			Trusted by teachers/parents
			Model for teachers
			Motivated for work
			Commitment for work
			Motivating teachers
			Motivating students
			High level of satisfaction among teachers and parents
			Fulfilling accountability
			Frequent communication with teachers and parents
			Confidence in leading
			Be proud of his/her work
		Ineffective leadership and management	Low level of respect
			Low level of trust
			Low motivation for work
			Low commitment for work
			Little effort for motivating teachers
			Little effort for motivating students
			Low level of satisfaction among teachers and parents

Dimension of schooling		Themes	Codes
Academic performance	KCPE score at grade 8 from 2014 to 2018 and KCPE mock test score in term 1 and term 2 in 2018		High level of satisfaction
			Low level of satisfaction
			High level of expectation
			Low level of expectation
School setting	School background		Symbol of the community
			Safety net
	Student background		Low level of academic performance
			Indiscipline
	Parent background		Low education level
			Small-scale farmer
			Irregular cash income
			Single parent (widow)
			Illiterate
Village context	Socio-economic situation		Poor
			Rural
	Cultural attitudes towards school and education		Parents' enthusiasm for education
			Parents with little interest in education

Appendix 4 Case 1 public primary school A interview transcripts

Interview number 1: Public primary school A head teacher

Date	July 10th 2018	Place	Public primary school A teachers' office
Participants	Researcher (interviewer) Head teacher (TSC teacher, Male, 50s)		

Line	Time	Speaker	Contents
1	00:16	Researcher	Could you tell me about the support this school receives from parents and
2			community? This can include financial and non-financial support. For
3			example, do you receive school fees from parents?
4		HT	No, we don't.
5		Researcher	Because this is public school?
6		HT	Yes, public school.
7		Researcher	Free primary education.
8		HT	Yes, no school fees from the parents.
9		Researcher	OK. And, you receive food for feeding, am I right?
10		HT	We receive food from parents, yes.
11		Researcher	What are the components you receive for feeding?
12		HT	Feeding has maize, beans, they give averagely 4 tins of maize and they give 2
13			tins of beans. That is it.
14		Researcher	OK, per term?
15		HT	Per term, yes. Then they also give 200 Shillings. These are mainly used to
16			purchase salt, that is for salt, that is for the oil, put there oil, put there onions,
17			then put there, some days when it's very well paid, the cabbage, but the
18			problem this year, the payment is not to the standard. Most of the children have
19			not paid this, cannot afford. I think if you see, the food is now not in store. The
20			food is not in store. If you see the ratio today (the amount of food for lunch),
21			the ration is not to the standard: because we didn't have maize, beans are there
22			but no maize, so we had to reduce the ratio today for everyone to get.
23			Do you have any other fees charged at this school? Fees or food or any other
24		Researcher	forms of contribution from parents?
25			No, can't think of any.
26		HT	What about the community around here. Do they do something for this school?
27	02:26	Researcher	Communities don't do much because if you look at it, it's poverty. I think you
28			have been around and you have seen it. Actually we have seen that only time
29		HT	the parents come to this school is when they tell us problems otherwise they
30			are not around, they don't come to school. Because of the poverty, most of the
31			parents are poor, they find they are not able to give in for anything. That's why
32			we are struggling. We struggle and tell them go home and bring beans, that is
33			what we find the major problem here undergoing. So the community is not to
34			the standard to help the school. It's not because they have it and refuse it, but it
35			is because of poverty.
36			I see.
37			
38		Researcher	
39	03:21	Researcher	Next question is about support from the government. What kind of support do
40			you receive from the government? You receive teaching materials like
41			textbooks?
42		HT	Yes, from the government we receive textbooks. In the beginning, they used to
43			send money, previous years, so the school had a management body for
44			instructional materials, used to sit down as a committee, purchase the books,
45			bring them to school. But these years, that thing has changed now. The
46			government is supplying the textbooks, so the government is supplying the
47			books to the children. Children are given books by the government. The

48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67		Researcher HT	government also provide exercise books, actually the number has reduced, but the government do something to make sure things work out. Then also the government support in giving latrines, pay and maintenance, they facilitate. But (when we) look at the maintenance being put on, it is too small. It cannot construct toilet. Buying desks still remains as problem undergoing. So the money comes from the government is too little, but doing something good, to make sure things run. I see. What happens if there's shortage of exercise books or textbooks? Sometimes we try to talk to the parents to at least get some for children. Maybe the parents can buy one or two (exercise book), then for the textbook, we tell the parents those are able to buy them. But, here is the other way round. (When we) tell parents to buy, they cannot buy, (when we) tell parents to get books, they cannot get books. That's why you can find that sometimes (when we) tell children go home and get books, (but we) find that they get no books at home. When parents wake up in the morning, leave early, they come back in the evening, so children don't get it (during the day). So the parents, because of the poor state (of parents), and the government has given them little, we shall be provided these primarily, so that parents can relax and cannot be annoyed by anything.
68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98	06:00 06:53 07:43	Researcher HT Researcher HT Researcher HT Researcher HT Researcher HT	When we talk about teaching materials, do you think you have enough and adequate teaching materials? We don't have enough teaching materials, they are less. Chalks we have enough, textbooks are the ones we don't have enough. What about the books for teachers? Teaching guides are there, they are enough. It's only the textbooks that are not enough. Teachers' guides are there. Because we cannot purchase more, the teachers' guides, we purchase as per the syllabus, per the curriculum. The only thing we lack here is enough textbooks, that's the major problem. What about the learning materials? Do you think you have enough and adequate learning materials for students? We don't have enough. What are you lacking? What are in shortage? Mostly they miss textbooks, also they need exercise books. If the government can do something, we are praying that one day the government gets enough funds for funding these affairs, also donor funding should come in. If the donor funding comes in and takes care these, then everything will be OK. I see. About the teachers' qualification, I think teachers here all went to TTC … Yes, all the teachers in this school joined TTC. All of them are trained teachers. Some of them have done, after training in TTC, have done degrees, some of them diplomas, some are even undergoing master's programme, that is so fine. Before teaching in this institution, the rule is simple, you must have qualified to be a teacher. Because of the government policy, the government has a policy, and the policy says let the children be taught by teachers who are qualified, teachers who have undergone the training. We have PTA teachers, Board of Management teachers, those ones have to follow the channel, the channel to get trained teachers.
99 100 101 102 103 104 105 106 107	08:55	Researcher HT Researcher HT Researcher HT	Do teachers receive compensation for their work? Compensation in terms of? I mean salary. Yes, those ones (registered) with the government receive salary, the government pays them every month. There's a structured manner, grading system. So they get regular payment.

108			Regular payment. Where we have problem is PTA teacher, that is a major
109	09:38	Researcher	problem because they don't get what is expected, given something smaller,
110		HT	which cannot sustain them.
111		Researcher	How long have you worked in this school so far?
112			In this school, it's my fourth year.
113			OK, in the last 3 years plus, do you have any teachers who have left this school
114		HT	because of some reasons apart from reallocation or teachers or transfer of
115			teachers by the government?
116			I came here 2015 after I was promoted, I was promoted in 2014, then I arrived
117			in 2015, and I've been here three years. In 2015 I replaced retiring (head)
118			teacher. In 2015 there was a teacher who had a problem at home, so he was
119			transferred to his home area. Then the rest remained until 2016. There was one,
120			because of migration, he bought land at very far end, so he was forced to
121			reallocate there, it was a long distance for him. Then we had in 2016, one
122			passed away, madam teacher passed away. Then we had, last year, we had 2
123			who left (this school). One was taken to special school, she had done special
124			education to deal with blind, so she went for special school. Then the other one
125			also migrated, you know you cannot keep teacher here, stay here and use
126			transport over 300 Shillings in a day, so that's why I allowed that to leave. So
127			they don't leave just for the sake of living. My role is simple, I work with those
128	11:31	Researcher	teachers and don't leave teachers to go.
129		HT	Do you think teachers in this school engaged in teaching enough?
130			Yes, they are engaged in teaching. The rules are simple. Myself is a teacher,
131			I'm in class, I think you've seen me in class, I teach, I walk around and
132			manage them (teachers), so that when they see me walking, I am monitoring
133			the way doing the class. I want to see teachers teaching in class. That's now
134			part of my management. I go around and check each and every teacher, what
135			he is doing at class, after a while I check again. You've seen me today in the
136			morning, you saw me having meeting here and there, I had meeting with class
137			8 and 7 teachers. I told them we have exam coming, can we make sure once
138			results are released, they should be able explain to me why did we achieve this,
139			that's what I went for. I deal with that in a good way so that teachers, all of
140			them, are able to teach, so all of them teach.
141		Researcher	They come to school everyday?
142		HT	Yes, you've seen it. They are always at school throughout until evening. If
143			they want to leave early, they must come (to me) for permission. Like we have
144			one (teacher) absent today, she came and she told me on Friday that she has a
145			child who she needs to take to clinic, so she asked for permission early enough.
146			They don't just come and ask permission. They must tell in advance so that we
147			can prepare who will take over the class.
148		Researcher	I see.
149	13:39	Researcher	I would like to ask you about the facilities of this school, including classrooms,
150			teachers' room, toilets, etc. How do you see the availability of the facilities in
151			this school? Do you think it's adequate? Do you think you have enough
152			facility?
153		HT	No, we don't have enough facilities. I think you have been able to walk around
154			the classes, you have seen our class is congested, we don't have enough facility
155			for them (students), we don't have enough classrooms. What we need, we need
156			some more classrooms. We don't have enough toilets. If there couldn't be
157			support from friends help us get toilets, new ones for teachers, then we
158			couldn't be having toilets. For girls, we have only one block of toilets, we have
159			problem, toilets are few. We find the classroom is small. We don't have
160			enough teachers, teachers are not enough compared to (student) population.
161			Those are major things we are undergoing, we don't have enough of them.
162			
163	14:56	Researcher	I would like to ask you about student assessment and feedback system. This
164			means exams in general. Do you have exams regularly?
165		HT	Yes, we have exams regularly. Because, if we don't test children regularly, you
166			might think you're in the right path even though you're not in the right path, so
167			we test children regularly. Make sure we get exams for them regularly. Now

168			because of the new system of education, education in grade 1, 2 and 3, and 4
169			maybe, they don't allow that much of testing. They have a system that looks at
170			the talent, identifies the talent of the child. (For grade) 6, 7, because they are
171			still in the system of doing the Kenya Examination Council national
172			examination, we test them to see they are good, so teachers are testing them
173			frequently.
174		Researcher	How often do you do it? Monthly?
175		HT	Monthly.
176		Researcher	OK, but for class 8, they have additional tests, I guess.
177		HT	Yes, class 8, we have additional ones. Fortnight. We run it monthly, we have a
178			system, once we have cleared syllabus, we do it after 2 weeks, fortnight.
179			I see. After the exams, you do revisions?
180	16:22	Researcher	Yes, we do revisions, with pupils, we sit with them and tell them. Today I
181		HT	think you have seen me parading them (students) there (at flag pole). We were
182			releasing the results, telling them look, you performed this way, you performed
183			this way, comparison. We compared with the schools which did the test, first
184			one (test) we had 3 schools, we were the top, we were position one out of
185			three, and we've beaten those (schools) with a great margin. We did another
186			one (exam) with 2 schools, we've also beaten them. I think you saw teachers
187			were around and we were telling the children this is the subject we beat them
188			(other schools), we talk to them what is there. Like today, an exam is coming
189			tomorrow, more schools (are taking the exam), we've been talking to the
190			children, we want to see how they can perform, we have been advising them
191			how they can improve their grades, the quality grade we want, what can take
192			more (of the students) to national (secondary) schools.
193			OK. You compile test results individually, then you do analysis, you give them
194			feedback, …
195		Researcher	Yes, you saw me in the morning with class 8, we were looking, we were
196			analysing the results, our weak points, which one (subject) did you perform
197		HT	and which subject you did not gain the target, we advise them how to improve.
198			That's what we do and we move in that system.
199			How do you report the results to the parents? Do you give them report cards?
200			We give them report card. We always call a meeting for the parents. We call a
201		Researcher	meeting with the parents and we release the results with the parents, tell them
202			what is expected for them, what we need them to do, that's what we always do.
203		HT	Then tell them performance and where they can improve, so that children,
204			when they go home, they know what they need to do. Some kids are very
205			funny, they can change the marks on the way, not all of them are good. I am
206			not saying here but some other areas you can find. This one here we changed.
207			When parents come, we ask if your child gave report card. We hang the list (of
208			test results), (when) students meet parents of other students, they tell 'your
209			child is number A, B, C', so they share (results) out there.
210			OK, I see.
211			
212			
213			
214		Researcher	
215	19:11	Researcher	Now I would like to ask you about how parents and community are involved in
216			the school management. You have the board of management and you meet on
217			a regular basis …
218		HT	Regular basis, yes.
219		Researcher	How often? It is termly?
220		HT	Under the government policy, the government has policy for school
221			management to meet once per term. First term and second term, so we met
222			twice (this year). We meet and we discuss how school needs to be managed.
223			So we had first term meeting, we agreed on how to run the school. Through the
224			board of management, projects for school are initiated. That is what they
225			(parents) get involved to make sure things are provided. Like the building of
226			latrine, the work of school management is make sure, instead of parents
227			bringing water, children get water for the school so that there's enough water

228 229 230			for the (construction) work. That's how they get involved. They make initiating (projects), they also talk to the parents, tell them the importance of school projects are done well.
231 232		Researcher	So the board of management is more like how to run schools effectively rather than focusing on performance?
233 234 235 236 237 238 239		HT	They focus on everything. They look on performance, they have academic committee to advance academic activities, so they look at the performance also. They have to know how the performance (is) in school. If school hasn't performed well, they question, and through me they can present their queries to teachers when we have teachers' meeting. When we have school management meeting, all these things come together, we agree, we talk and chat.
240		Researcher	I see.
241 242	21:41	Researcher	We have private schools and public schools around this area. Could you tell me how parents decide which school to send their children?
243 244 245 246 247 248 249 250 251 252 253 254 255 256		HT	Parents look at the performance of the school. Parents look at the discipline of the school. That is what parents prefer some of the public school. Then parents also look at free education in public schools. In private (schools) they have to pay because private (schools) are run by individuals. When we look at the performance, look at the locality here, we have a number of private schools like A, B, and C. There is more teaching going on in public schools than in private schools. Private schools are result oriented, they don't bring a whole child. But in public school, we bring a holistic child because we give everything what is written in the syllabus, and what is being taught (outside syllabus), so give them everything. But these ones (private schools) come here only to give academics, where they want to see children passing academic tests so that they please the parents. And you know (when) parents get their child in them (private schools), they feel great, they don't look at it if the syllabus is covered, can the child do A, B and C. They don't bother that.
257 258 259	23:32	Researcher	Apart from that, what are the differences between public schools and private schools?
260 261 262 263 264 265 266		HT	Differences in fees, bus, enough staff, as we don't have enough staff, enough money to pay (teachers). We don't have money to pay for extra teachers. So those are the key things we have. In those (private) schools, lunches are given by the parents, but here we have to struggle. Those ones' children take breakfast, they are going to take lunch and then maybe snacks at 4 (pm), but here, we have to wait until 12:40 to enjoy the mixture of maize and beans, then move again wait until tomorrow. You know most of them come from home in the morning not taking anything.
267 268		Researcher	I see.
269 270 271 272	24:41	Researcher	About the way you are managing this school, I find it very impressive that you try to get support from well-wishers. Because, as you said, the community is poor and not reliable, you have well-wishers who came in and support this school. How did you manage to find these people?
273 274 275 276 277 278 279 280 281 282 283 284 285 286 287	30:47	HT	I always thank God for this. I remember it started back in 2012, I was promoted to deputy (head teacher) for former school, then they came. The church of God Eastern Africa Kenya sent people to come and see the school. When they came, they found me there. <HT talks about support received in the previous school> I came here in 2015, I started the work. The mean score of this school was 240 (in 2014), we work with the teachers you are seeing here. In 2015, I talked to him (donor), he bought us some textbooks, desks and tables. Tables in the classes, table and chairs you are seeing around, it's through the initiative. We are very grateful for that. During 2016, I sent them the pictures of the school. They look bad and I begged for renovation. They built the (water) tank, they brought money for tank, and they did the renovation of the class, all of them. They sent us 500,000 Kenyan Shillings, which we used for these work. Because of the congestion in the classroom, I asked them to help us construct classrooms. It was last year and we are still waiting for it, if we can get some

288 289 290 291 292 293 294 295 296 297 298 299 300 301 302	 35:03 	 Researcher	more classrooms. Then, it came up constructing teachers' toilet. They sent us money, I started the work, now we have constructed, and we are to start using it now. He has done great things to this school. <Interruption by a teacher> So, that is it. He constructed us latrines. I brought him here to show the situation on the ground, he went and sent us 100,000 to the work. We talk to him pupils had good performance. You know we got 240 (in 2014), we raised to 263 (in 2015), we raised to 282 (in 2016), now we came last year with 296. So we are improving good. This year we are going to hit great height, that's what we are seeing through the class, that's we're looking at. This year he took us to Mombasa, whole staff, for four days visit, he paid hotels and everything for us. Talking to these people (the well-wisher), through God, things run everywhere. I see.
303 304 305 306 307 308	36:25	Researcher HT	If learning materials are not provided by parents, what would happen? Learning materials are provided by the parents and the government. When parents don't provide, we find we have major problem. After government disburse funds, at least we can purchase some. Now what government has done like this year, two classes, they provided some textbooks for two classes.
309 310 311 312 313 314 315 316 317 318 319 320 321 322	37:01	Researcher HT Researcher HT	You told me that unless there' emergent issues, parents don't come to school, is that right? Policy of the government (says) parents are not supposed to come often. If parents come to school, learning cannot take place. We have a system, I told them if you want to see any teacher, come very early in the morning, come at break time, or come at game time. And they know I'm a strict person, Because I'm very strict, they don't come to school until we shall call parents' meeting. That's when they should come to school. But when things are running well in school, we don't need parents. So, parents and community members are not involved in teaching or extra-curricular activities? No. The government has the rule that teachers are employed by them (the government) and must be trained, if you're not trained, then you can't go and teach. They (parents) are not called to do that.
323 324 325 326 327 328 329 330	39:08	Researcher HT Researcher HT Researcher HT	Do teachers receive trainings by the government or by anyone? After TTC? Yes, like regular … Seminars? Yes. Teachers go to seminars like TTC seminars or workshops, mostly they are provided by the government or some NGOs. But where we are, in Bunyole (area name) here, very few NGOs are around to do this.
331 332 333 334 335 336 337 338 339 340 341	40:22	Researcher HT Researcher HT Researcher HT	Do you receive any inspections or supervisions by the government? Yes, inspections are there for quality assurance. Officers come and see what teachers are doing. The government send people to do it. We are measured by health department, health inspections of the school, they write a report. Do they come once a year? Yes, health, they come once a year. But these other guys (officers from the ministry of education) come more frequently. Almost every term? Almost every term, the government almost every term. They have to monitor what we are doing.
342 343 344 345 346 347	41:13	Researcher HT	About the Vibrant Village Foundation, the NGO who sends four teachers to here, how they have come to here? What was the initial contact? Their team leader came around, asked if they can bring volunteers. Myself I worked with NGO before employed as teacher, an NGO in Nairobi, so I now how NGOs work with volunteers. They say they are looking at numeracy and literacy. I told them they can bring. They came in and started their work.

348 349 350 351 352 353 354		 Researcher HT	Actually we monitor them. The deputy (head teacher) monitors their work and the senior teacher, whether they come on time and their work. How do you see them? Are they supporting you? Yes, they are supporting, they are doing good work, the young girls (volunteers) are doing good work with the children. We get reports about it.
355 356 357		Researcher HT	I see. I think we have done all questions. Thank you very much for your time and interesting stories. Thank you.

Interview number 2: Public primary school A teacher A

Date	July 9th 2018	Place	Public primary school A classroom
Participants	Researcher (interviewer) Teacher A (TSC teacher, Male, 40s)		

Line	Time	Speaker	Contents
1	00:00	Researcher	First I would like to ask you about support from parents and community. Let's
2			start with support from the parents. What kind of support do you receive as a
3			school? Support, I mean for example, any financial support like school fees,
4			exam fees or any other fees, and non-financial support includes some food for
5			the feeding. What are the supports that you receive from the parents?
6			Actually, at present, school fees are not paid. There's free education in Kenya,
7		Teacher A	and therefore parents don't pay fees. But, under the committee of the school, I
8			think parents have accepted, they have agreed together, (that) they can support
9			feeding programme in the school by providing material and foods for the
10			feeding of the children. Especially this is happening in class 7, 8 and class 6,
11			but in the other classes it is optional, so those ones who expect or who might
12			want to join the programme, they can just join.
13			If they wish?
14			Yes, if they wish.
15		Researcher	And these foods include maize and beans?
16		Teacher A	It includes maize and beans. We have a measure of the tins they provide, they
17		Researcher	give 4 tins of maize per child and 2 (tins) of beans (per child), that go for
18		Teacher A	period of a term.
19			OK.
20			If there's any other support… you talked about examinations, they (parents)
21		Researcher	contribute. Parents contribute to assist the school to purchase exams.
22		Teacher A	Is it a fixed price? Occasionally you ask the parents?
23			They (parents) provide money the time they want to do exams. They have
24			decided examination comes to school and accepted to do exams for mid-term
25		Researcher	test and end-term test. That's is when they give money. That's a fixed amount
26		Teacher A	of money.
27			For each grade?
28			For each and every class, fixed amount of money, each exam. It is not total and
29			fixed money for the whole period of term.
30		Researcher	So, whenever you need some additional supply of money for exams, you ask
31		Teacher A	parents, each individual parent, to bring, I don't know how much, is it about
32			100 Shillings or something? Or less than that?
33		Researcher	Something smaller, it's around 50 Shillings.
34			OK.
35			Small amount of money.
36		Teacher A	OK, I see. Do you receive any support from community around here?
37		Researcher	No, from the community, not really.
38		Teacher A	Not really?
39	03:50	Researcher	Not really. Just the parents, those parents of children in this school. Those are
40		Teacher A	the ones I see them very much concerned with the school.
41		Researcher	OK, I see.
42		Teacher A	
43			
44		Researcher	
45	04:15	Researcher	Next question is about support from the government, including financial and
46			non-financial support. What kind of support do you receive from the
47			government?
48		Teacher A	Kind of support received from the government, I think I told you earlier.
49			Supply of textbooks. We get textbooks from the government. Initially, the
50			government disburses money to the school account, then we sit as a committee
51			and discuss the needs of the school, how to spend the money. We make orders
52			of textbooks from a specific supplier, an order is made, then that order of
53			books we made is supplied to the school. And any other materials like exercise

54			books, pencils, biro pens, rulers, rubbers, all those are ordered, then supplied to
55			the school. Then check is written to the supplier. Say we have concerns with
56			the infrastructure of the school, electricity bills, water, structure of classes:
57			desks, chairs and tables, in case they are needed, replacement of those that are
58			broken...
59		Researcher	Maintenance?
60		Teacher A	Maintenance in general.
61		Researcher	Is paid by the government?
62		Teacher A	Yes, by the government. Though sometimes also parents supplement where
63			there's need. Because the allocation from the government sometimes may not
64			be enough. It's just too little.
65		Researcher	I See.
66	06:28	Researcher	About teaching materials including blackboards, chalks, teachers' teaching
67			guides, or any other materials you need for teaching, how do you see the
68			availability of these teaching materials in this school? Do you think it's
69			enough? Do you think it's adequate?
70		Teacher A	It is enough. It is also supplied by the government under the same …
71		Researcher	Scheme?
72		Teacher A	Scheme, yes. Under the same scheme, all those materials are provided.
73			Chalks, teacher's guidebooks, many, even charts, those charts are provided,
74			those (charts used) in social studies, maps are provided. Science, there's some
75			charts also provided, science charts.
76		Researcher	So you think the availability of the teaching materials is …
77		Teacher A	No problem.
78		Researcher	OK.
79		Teacher A	There's no problem.
80	07:42	Researcher	What about the learning materials for the students, those include notebooks,
81			pencils, textbooks for pupils, or for the mathematics, maybe they need ruler,
82			compasses to draw a circle, what do you think about the availability of those
83			materials for students? Do you think it's enough or do you think it needs
84			improvement?
85		Teacher A	Well, with the availability of materials for pupils, I think what I can say is that
86			what we get from the government is not sufficient enough. So the parents also
87			supplement the purchase of other materials like exercise books, maybe, what
88			they get from the government, if it's not enough, parents also do what,
89			supplement to top up to their requirement, you see. Now things like what you
90			said about mathematics instruments for doing mathematics, it is only class 8
91			that are given, but the rest of classes, those sets are bought by the parents.
92			I see.
93		Researcher	In other words, the government cannot meet each and every requirement that is
94		Teacher A	needed in the school, where there is a shortfall parents do what, come in.
95			Supplement these materials.
96			Yes.
97		Researcher	I see. About the teacher qualification, you told me before that all teachers here
98		Teacher A	have done TTC (Teacher Training College) training and they are qualified
99	09:28	Researcher	teachers, am I right?
100			Yes, you are right.
101			Including PTA teachers?
102		Teacher A	Yes.
103		Researcher	And the Vibrant Village Foundation teachers? Are the qualified?
104		Teacher A	With the Vibrant, I am not very sure. They have been taken straight from
105		Researcher	(secondary) school. I don't think there's anyone who went to TTC.
106		Teacher A	Are PTA teachers helping you very much?
107			They are helping us very much. They have really reduced the workload of
108	10:12	Researcher	teachers. If they were not there, then we could have a very big problem, could
109		Teacher A	be overloaded with a lot of work. You know, the more we (teachers) work, the
110			more insufficient (we become), we cannot be perfect whatever we do, that can
111			affect the performance of pupils.
112			
113			

114		Researcher	I know that the Vibrant Village Foundation teachers came here recently, how do you see their contribution? Are they helping you much, or not much? How do you see? They are helping lower primary, am I right?
115 116 117 118 119 120 121 122 123		Teacher A	Yes, they are helping many lower primary, from class 4 downwards up to class 1. Their contribution is not bad, it is OK. They mainly come to assist pupils in reading. I've been seeing them with the storybooks, providing to the pupils, pupils have been reading as they assist them in reading. I can see there's some improvement with reading. There's improvement, at least they (pupils) can read, even those ones who were badly picking up words (bad at reading).
124		Researcher	OK, I see.
125 126	11:53	Researcher	About the compensation of your work, do you receive salary regularly without delay?
127 128 129 130 131 132 133 134 135 136 137		Teacher A	We have TSC (Teachers Service Commission) teachers and PTA teachers. TSC teachers are paid by the Teachers Service Commission. This is a commission in Kenya which is assigned duty of employing and paying teachers' salaries. At the end of every month, the TSC pays the teachers, even right now (close to the end of month) there are some teachers who have started receiving their salaries. By the 15th of every month payroll is already prepared, and by the 20th the money is always in the bank, as of 20th to 25th, so by the 30th of every month teachers receive their salaries. If it passes (the supposed payday), there may be delay caused by the bank, not (by) the TSC. So the payment of teachers' salary is very punctual. There is no delay in payment.
138 139 140 141 142 143	13:21	Researcher	Are there any teachers who have left this school in the last five years apart from the school transfers? I mean, school transfer that the government reallocates teachers to different schools then new teachers coming from different school, this is school transfer of teachers. Apart from this movement, do you know if there are any teachers who have left this school because of any other issues?
144 145 146 147 148 149 150 151		Teacher A	Under other different issues apart from school transfers, normal transfers? No, there is not. Those ones who left … there are about … I know 2 teachers … no, 3 teachers, teachers left for normal transfer for going to other schools. Maybe they moved to home areas or they wanted to settle in other places, which are very far from this school so they cannot operate easily, so they are given transfers to move closer to their homes. Others, maybe they are joining their husband, where the husband work, or husbands joining their wives. Now I would like to discuss about teachers' commitment to the school. Do you, do you see teachers, come to school everyday?
152 153	14:57	Researcher	Yes, teachers in this school are very very committed. This is one of the schools that I have taught where I have seen vey high commitment of teachers. They
154 155 156 157 158 159 160 161		Teacher A	arrive here in time, good in time in the morning, in fact by 7 (am), if you come here by 7 (am), you find that all the teachers have reported. I think you even come at around … even a few minutes past 7 (am), you find almost all teachers are there, and very busy in the classes teaching. That is a sign of commitment. And the timetable, you cannot find a class going without a teacher. If it goes without a teacher, maybe the teacher is committed somewhere else, in the station of work, but committed doing some other duties somewhere but within the school.
162 163 164 165 166 167 168 169 170 171		Researcher Teacher A	What happens when a teacher is absent from school? If teachers are absent … teachers can be absent, maybe because of sickness, sometimes funeral, can be different issues and reasons for teachers can be absent, it is normal. When teachers are absent, those who remain at school, sometimes we take over their subjects, and teachers are assigned their (absent teachers') subjects, one can take one (subject), another one (takes) another subject, another one (takes) another subject. Not always all the teachers who are here are occupied throughout the day. Sometimes they have three lessons, when they sit and mark pupils' work or to do something else, they can use that time to keep the pupils busy in that subject that teacher is absent. So that is

172 173 174 175 176 177 178 179 180 181 182 183		 Researcher	what goes on here. A class cannot go without being taught. We have what we call subject panels. These subject panels have got chairmen, secretaries, and others. So if a teacher is absent, maybe let me say maybe the teacher is taking English down there in class 2, now the English panel will look at the timetable and see those three subjects the teacher might have, then that teacher with three lessons can be assigned to attend to the children down there. Give work and also give homework to the pupils so that when they go home they have something to do. I see.
184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231	18:30	Researcher Teacher A Researcher Teacher A Researcher Teacher A Researcher Teacher A Researcher	Now I would like to ask you about the student assessment and feedback system in this school. How often do you have exams in this school? When we open, after teaching for sometime, we have the mid-term exam, at the mid of every term pupils are assessed, that one we call it med-term evaluation test. Then after that, at the end of term, again assess the last one in that term, that one we call it end-term test or end-term evaluation test. And these are internal tests? Yes, those ones are internal, they are internal. And for class 7 and 8, especially for class 8, they have some external tests? Yes, they have external tests. We have zonal mocks, divisional mocks, we have cluster mocks, and also friendly mocks. They are tested regularly. Especially class 8, the assessment can come at any time, both internal and external. For these tests, do they have to buy the exams? Not really, not always. They don't buy always. Some, like the external ones, they just pay a small fee, the way I told you, they're just charged a little amount of money for printing, and also for setting, printing and distribution of exams to school. After exams, do you do revisions? Yes, after exams, revisions, after every exam. There is no exam that will make sense if it is not revised. Revision must be there. That is our routine in this school. At every exam, after it has been done, it just has to be revised. Without revision, then that is a very bad mistake. Because pupils, how (do) our pupils know where went wrong in the exam, if the paper is not revised? I see. After these exams are done, how do you keep these records? Do you keep the records individually? We have individual records according to the subjects you teach. You can keep your own records, so that you are always with them, and mostly teachers have them so that when you have free time you can go through the records then you can know actually how the pupils are performing. You can identify the weak ones, and maybe those one who need to be coached in order to improve in certain areas. You can even identify the topic which were not well covered by going through those records. You look at the questions which the pupils failed most, that is what we call assessment analysis. OK. And do you report those results to the parents on a regular basis? Yes, there's sometime we have parents' day here. So when parents come to school during parents' day, we expose the records. Parents will come to see class teacher, then the class teacher explains about the discipline of the child and the performance of the child by going through the records with the parents. So the parents' day, parents supposed to know that during the mid-term, maybe the first tem mid-term test, the performance of the child, how did he perform, which subject was the poorest, which one was the best, where dose this child need immediate coaching to improve, so that is discussed by the class teacher and parents from the records. Does it take place termly, once per term? Or once a year? Parents come sometimes once a year. Not always, not every term. So termly, you write report cards, am I right?

232		Teacher A	Yes, we write report cards, which are taken to parents, then parents sign. At the
233		Researcher	opening of school, pupils come with the report to show that parents have really
234		Teacher A	received the results, by looking at the signature of the parents in the report.
235			Then we can be sure that parents saw the results.
236			I see. About the homework you assign, you told me that you are teaching
237			science, …
238	24:12	Researcher	I'm teaching science at class 4.
239			Swahili as well?
240		Teacher A	Yes and Kiswahili.
241		Researcher	OK, and how often do you give assignment to the students?
242		Teacher A	With Kiswahili, assignments are given daily.
243		Researcher	On a daily basis.
244		Teacher A	Daily basis. Assignment Kiswahili, in fact all languages (language classes
245		Researcher	including Kiswahili and English), assignment is given on a daily basis. But
246		Teacher A	with other subjects like science and others, for me, I always give assignment
247			after the coverage of every topic. After the coverage of every topic, I give an
248			assignment. That is a topical assessment.
249			And do you think you have enough time to mark these assignments?
250			There's enough time.
251		Researcher	I mean homework.
252		Teacher A	There's enough time for marking.
253		Researcher	
254		Teacher A	
255	25:36	Researcher	About the school choice, in this area we have some public schools. How do
256			parent choose which school to send their children?
257		Teacher A	The choosing of school for children, I think what parents looking very much is
258			the distance from their home. The distance of the school from the home, the
259			child is going to commute. When the school is too far, it is punishment to the
260			child. That is one. Another one, the performance of the school. …
261			<Interview was disturbed by the class for a few minutes>
262			So, we were discussing about how parents choose school. You told me that one
263	30:11	Researcher	is about distance, and second point is about…
264			Second is the performance of the school they are taking children. If school
265		Teacher A	performs so well, that is where parents would like their child to go because of
266			the good performance of the school. Sometimes some don't care about the
267			distance. They look at the performance.
268			Performance, you mean which performance? KCPE?
269		Researcher	KCPE, (performance) in the external exam, national.
270		Teacher A	And parents have access to each school's score?
271		Researcher	Yes, because when the results are out, they go around schools, looking at the
272		Teacher A	results, then they know school A has performed (better) than school B, then
273			they know.
274			If one school is performing well, can they transfer the students form one school
275		Researcher	to another?
276			You know pupils are the ones that make the school's name (reputation) due to
277		Teacher A	the performance. So I don't think any administrator in any school can allow
278			any performing pupil to leave the school to another school. You see that
279			becomes a block to the school. So, it is not easy. Unless there is a very very
280			very pressing issue for a pupil to move from one school to another.
281			But that means, for the poor performing students, maybe they are allowed to
282			leave?
283		Researcher	Maybe, at their own wish. If they might wish to leave.
284			I see.
285		Teacher A	
286		Researcher	
287	32:27	Researcher	When we look at the KCPE results of this school, this school has been
288			improving almost every year for the last 3-4 years, even though I see some
289			challenges that you face in this school. What do you think are contributing to
290			this improvement in this school? What makes this school achieve higher for
291			

292			the last 3-4 years? I know that you have been here for a long time, what are the
293		Teacher A	changes you see in the last 3, 4, 5 years?
294			Any good performance is first of all due to commitment from the teachers. The
295			commitment of the teachers here has really helped the school to improve.
296			Especially by the time they arrive here in the morning, by about 7 (am) in the
297			morning, you find they are there teaching in the class. That is one. Even the
298			teaching itself, commitment to cover up the syllabus is another issue. Because
299			every year by around mid-term, let me say during second term, by the end of
300			second term, you find most teachers covered the syllabus in their subject.
301			Guidelines are set according to the syllabus, if the syllabus is not covered
302			properly, then you cannot expect any good performance.
303		Researcher	No.
304		Teacher A	You can't because you're testing pupils what they have not learned, you see.
305			But if the syllabus is covered, teachers commit themselves to teach the pupils
306			and make sure that they finish the syllabus thoroughly, understanding it
307			properly, then you expect good results. The earlier they finish the syllabus, the
308			better. Then they can start revi…
309		Researcher	Revision.
310		Teacher A	Revision work. Now that revision work and the assessment that are given to
311			the pupils now and then and homework really help. Even the infrastructure of
312			the school, you see, the buildings are OK, the roofs are OK, they don't leak,
313			the windows and the glasses are there, when there's harsh weather, pupils are
314			not affected. The seating facilities in the classes are enough, at least 3 per desk,
315			that is not bad, though they are supposed to be seated by 2, but they suit 2-3.
316			Resources, we have enough books, so that when they are given homework, at
317			least pupils have got a book to refer as he or she goes on. Have enough
318			resources especially textbooks. And others, we have lunch programme here.
319			You see pupils don't struggle going back home for lunch and back. They get
320			their lunch at school. Some of these pupils come form poor homes, so even if
321			you leave them to go home for lunch, they find nothing at home for lunch.
322			They maybe drink water and then they come back. You see now a child cannot
323			learn when this child is hungry. Cannot, lacks concentration. Therefore this
324			programme is also a contribution because pupils like coming to school because
325			they know at school we shall eat. There is no hunger at school. Then they see
326			school to be a very good place for them to be. When I came here, those years
327			back, such programme was not here. There was no programme of that kind.
328			The commitment of teachers here was not as it is right now. Teachers used
329			arrive here at 8 (am), morning classes were not there and even evening preps
330			(were not there), teachers used to not to go to the class, you see, such things.
331			So what has changed them? What has made the change?
332			What has made the change was the new administration. Because the former
333		Researcher	administrations left.
334		Teacher A	You mean the head teacher?
335			The head teacher. Those head teachers who were there by then, they didn't
336		Researcher	install these. But when this one (current head teacher) came, he installed these
337		Teacher A	programmes you're seeing around. He also motivated teachers. Motivation is
338			another one. Teachers are really motivated. So when we come here we feel
339			good and comfortable because of the motivation we get from especially the
340			administration.
341			The funds that he raised from the well-wisher, the way he manage teachers,
342			those have changed the school?
343		Researcher	Yes. He has his own way of raising funds, form well-wishers, sponsors, from
344			friends, and parents who are positive. You see that?
345		Teacher A	Interesting. Change in administration can improve… that can improve or
346			worsen the situation?
347		Researcher	Either improve or worsen school situation. So for this one (current head
348			teacher), I'm telling, even these classes were not there. These were badly off.
349		Teacher A	These used to leak through hole. You see, getting funds from the CDF assisted
350			the construction of this block until it was completed. Then we got three more
			classrooms, otherwise we are short of classrooms. Our ECD down there used

351			to share one class. But now they have three ECD classrooms, one up there and
352			two down there.
353			So he has changed…
354			He has made a very big change, mostly to the teachers, infrastructures, even to
355			the discipline of the pupils. If you look at pupils, most of them are disciplined.
356		Researcher	We don't have these in other schools. I can leave my phone overnight, even 3-
357		Teacher A	4 days, I can just get it, nobody picks it. But if you go to other schools, you
358			cannot do that, it goes on the same day, it goes because of indiscipline.
359			Discipline is another major thing in a school that should be observed for the
360			school to perform well. Children cannot perform if they are not disciplined.
361			I see. OK, I think we have covered most of the points … all the points, I think.
362			I will ask you additional questions if I come up with any.
363			Yes, it's alright. You are welcome.
364			Thank you very much for your time and all the information. Very informative.
365		Researcher	Thank you very much.
366			Thank you also.
367		Teacher A	
368		Researcher	
369			
370		Teacher A	

Interview number 3: Public primary school A teacher B

Date	July 9th 2018	Place	Public primary school A classroom
Participants	Researcher (interviewer) Teacher B (PTA teacher, Male, 20s)		

Line	Time	Speaker	Contents
1	00:00	Researcher	First I would like to ask you about support from parents and community. Let's start with support from the parents. In this school, what kind of support do you receive from parents? These can include school fees, exam fees, or bringing food like maize and beans. What are the supports that you receive from the parents?
6			
7		Teacher B	Now, about this question, I found that since the government started Free Primary Education in the year 2002, parents relax in their support towards education sector, because the government said that it is going to be free primary education. So they withdrew their support, and the government took any support in terms of fees, any financial support are just from the central government. Despite of that, it (the government) has challenges but it usually is here, by providing some textbooks, by providing some financial, because we have free primary education, FPE, where by it provides some money, in categories, let's say first term, second term and third term to cater for both curriculum and co-curriculum activities.
17			
18			So, for parents, there's no financial support that they need to do?
19		Researcher	
20			At all there isn't.
21		Teacher B	
22			No, nothing at all?
23		Researcher	
24			No, nothing financial.
25		Teacher B	
26			For the parents to bring their children to here, all they need to do is get
27		Researcher	uniform, and for the feeding you need some maize and beans, am I right?
28			
29			Yes.
30		Teacher B	
31			OK, but not financial.
32		Researcher	
33			Not financial.
34		Teacher B	
35			I see. About the surrounding communities, do they do something for this
36	2:16	Researcher	school?
37			
38			Surrounding communities, most of them are parents, unless the well-wishers. If
39		Teacher B	there is, there is one but not all. If they have to support, maybe it is not
40			guarantee, and it is not full-time, once in a while, maybe when having an issue,
41			burning issue, that's when they just come in once in a while. But we don't
42			depend on the surrounding communities for everything.
43			
44			I see. Apart from parents and community, I think you receive some supports
45			from the government as well. Now I would like to ask you about the support
46	2:57	Researcher	from the government. This can include financial and non-financial support,
47			what kind of support do you receive from the government?
48			
49			The government usually assist us a lot. In fact it's the backbone of learning at
50			this institution, as far as public institutions are concerned, we have money that
51			is usually disbursed in three categories, as I mentioned earlier, first term, second term and third term, this money, it usually considers that it is both for
52		Teacher B	academic, curriculum and co-curriculum. So for the curriculum part of it, that

53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112	 06:10 8:45 	 Researcher Researcher 	is academic, we have money that is supposed to be spent in textbooks, stationaries, and for the maintenance of this facilities. So, as much as this money is disbursed, they have the role, they have the enrolment of the institution, and the money is disbursed according to the number of pupils in the institution, and the pupils are assigned some amount of money that can cater for textbooks, exercise books, and maintenance. So maybe the total for the pupil maybe let's say 100 Shillings and they multiply by the number of pupils in the school, if they are 400, 40,000. That's how the government assists. Now according to co-curriculum activities, the government also disburse some money according to the number of pupils in the school, that is supposed to participate. So when we take our pupils out, for the first level, for you to present, institution will cater for, but for the next level, let's say now after the sub-county, for the county, now the government takes them to there. So they know the number of pupils who have participated in that activity, and then how much they need for lunch, or for food and transport. So that is the support we get from the government, both the curriculum and co-curriculum part of it. About teaching materials, these include blackboards, chalks, teachers' guides, or any materials that you need for teaching, how do you see the availability of these teaching materials in this school? Do you think they are enough and adequate? Or there need some improvement? Now since it is free primary education, we have a large population, because now that is something offered freely you expect high turn up. So parents have just brought their pupils in the school, they expect them to learn, but now the learning materials, as far as the government is concerned, it assists but they are not enough. Maybe the money that has been brought is able to buy, let's say, 5 textbooks in a class, and the class consists of 50, 60. Because you cannot stop Teacher B parents from admitting a child to school. So you find that 50 or 60 pupils against 5 textbooks, means that 12 of them will be crowded, and it will not give clear picture of (for) that pupil. Subject like language, Kiswahili that is done daily, mathematics supposed to be done daily, English daily. For the efficiency and performance of these pupils, they must have a ratio of one to one textbook. And if it is partly (achieved), let's say, 1 (textbook) to 2 (pupils) or 1 (textbook) to 3 (pupils) (would be fine), but 12 (pupils) against 1 (textbook), that is challenge that you are getting. Now about the blackboards, we have very many classes. The government's disbursement of money, it has brought 2 tins of black paint. Now can 2 tins of black paints be enough to paint all the blackboards from class 8 back to the ECD sector? We have a challenge there. About the materials for the students, like notebooks, pencils, for mathematics rulers, compass, or whatever they need for learning, do they have enough of these supplies? Not really. It is a challenge also. In fact, we just call on the well wishers. Like we language teachers, I teach Kiswahili language, we need pencils known as HB pencils. And these are a bid of expensive, it costs according to our economy, it costs about 40 Shillings, or 45 (Shillings). You need that pencil for efficiency and clear and visible writing, so what we did as language teachers, we just called on to the administration, and the administration told us they look for a way so that they can provide. So we have a well wisher, who provides for Teacher B us HB pencils. Now these HB pencils, we use them for one class because being given 40 pencils, cannot be enough for all institutions (classes), so we use for the candidates, during final exams, they have to use such a pencil. And for you to be perfect, you have to practice. There are 40 pencils, now that means we have to add ours like 10 for it to be enough for one class of 50 pupils, that is from the well wishers. Because when we tell parents to go and buy, it will mean that it is a burden. They may end up saying that 'no, this is government issue', but the government cannot take care of everything. And we have

113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172	 11:55 13:40 	 Researcher Teacher B Researcher Teacher B 	composition, (pupils are) supposed to write on foolscaps, the A4 books we are having, they are not foolscaps. A4 books are just used to write composition for classwork, we need foolscaps, where should we get it, the government provides money for the stationary, but it is not enough for a pupil to be given foolscaps to be used in whole term. That one also makes us challenge in giving out these works, because now where to write becomes a challenge. Yes they have their personal materials but they are not enough as per the required standard. About the qualification of teachers here, I think we have around 10 TSC teachers, Teachers Service Commission paid teachers, and 3 PTA teachers, plus Vibrant Village Foundation NGO teachers. About these teachers, who have been to TTC, Teacher Training College, and who have not, do you know? This school of ours, those ones here as teachers, they have undergone training. All of them. There is none, who has not trained. Because a circular came from the government, for you to be in any teaching institution, you must be a trained teacher. And through the management, it ensures that it follows that rule and regulation. So for you to be qualified to teach in this school, first of you must be a trained teacher. Some of us, these teachers are trained but the government has not employed them. So this is an opportunity (to have teaching experience), that's why we find them in the school. I would like to ask you about your personal experience. When did you start working here as a PTA teacher? That is the year back in 2015, when I had just completed my course in the TTC. I went to Maragoli Teachers' Training College, and I finished in the year 2015. I used to be a pupil here. When I came out of TTC, there was unrest of the teachers in the government. I volunteered myself to come and teach here voluntarily. I came here in September. I volunteered and taught here. It came the time whereby the well wisher came and needed teachers. So that's when I came in. But I started teaching here in the year 2015. The experience is there, when I came here I was voluntarily teaching CRE, Christian education, in the following year in 2016, I found that there was a bit of challenge in the language Kiswahili. The head teacher asked me whether I can be confortable to take that class. I took the class. Previous year they had mean score of 52, when I took the class in 2016, at the end KCPE exam, we moved from 52 to 57 point something. That was a positive move. In the following year, the head teacher said 'I believe in you, you can do more, may you take this class?' Last year, 2017, I took the class, we started from the beginning as if I had never studied the subject. I went on, revised everything from the ECD sector, the sounds, syllables, all those things. Now they had also a positive move, from 57 to last year mean score, being the firs mean score of the institution, 65 point something. This is also another year that head teacher said you can do more than what you did. That's when I am here, in year 2018, as teaching the same subject, Kiswahili language. And the way I see, they will also give me a positive move, maybe we will move to 70s. That is the experience I am having. Apart from the candidate class (class 8), I also teach these other classes, from lower to upper classes. We are all over, not necessarily (concentrating on) candidate class, we are also concentrating on these basic classes. So you started as a volunteer teacher, and then after some time, there was a well wisher who wish to recruit you as you had teaching experience here. And since then, you get kind of little payment from him or her? Yes, little.

173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232	17:43 20:20	Researcher Teacher B Researcher Teacher B Researcher Teacher B Researcher Teacher B Researcher Teacher B	So, although you are called PTA teacher, it is not paid by the parents, rather, well wisher is paying? Yes, he's paying. And is it same for other PTA teachers as well? Else where, no, else where depends. OK, I mean other 2 PTA teachers. Yes. I started here in the ear 2015, I signed the contract in September 2015. Now it took two-year contract. So the contract ended 2017. We carried out also interviews, those who qualified, I was also among those qualified, so we were also in the same programme, being paid by the same well wisher. So for us to be here, we were interviewed. And in fact this (room) was the interview room. Even we presented lessons. Were there many applicants? Applicants were many. When they needed additional teachers, they advertised the position, then many applicants come here, did interview, and you were successful. In fact the interview was fairly done. We just passed fairly. No corruption. Because each and every interviewer has his own questionnaires and gives you marks according to the questionnaires, says you have scored this according to them. The results we were given later. Let's move on to the facilities of this school. These include classrooms, teachers' room, toilet, etc. How do you see the facilities of this school? According to the school enrolment, population is high, this one is from parents' side of it, when they find it is free primary education, every parent was bringing a child here to get knowledge. Facilities in this school, yes they are there, they are useful but they are not adequate. Class is squeezed, having very many high population of learners, it is squeezed. Classrooms are there but learners are many. In fact we have a problem in ECD sector, 2 grades in the same classroom. We have baby class, nursery and pre unit. Baby class and nursery are now in the same room. So the facilities are not adequate. When you come to desks, population of the class is high, for a pupil to sit comfortably, per desk supposed to be 2 (pupils). But to save and use the facility adequately, now you can go to 3 (pupils) because their body size is small. Our desk can hold 4 (pupils) because the facility is not enough. This is our computer room, the government has given us laptops, but the charging points are few. The government brought us 50 tablets plus 2 laptops, look at these charging points, they are not adequate. The room here, these tables, they are meant for ECD sector. The chairs here, (were) donated by the Vihiga county. They are not our chairs, we have to borrow these chairs. Suppose we could have our own tables in this computer room, it could assist us and also save time, and also make this children learn ICT knowledge. ECD sector is using these tables, at the same time we want to present our (ICT) lesson. We cannot present our lesson without these facilities, that is another challenge of facilities. So the facilities are there and they are useful, but there is more than one purpose that is meant for. Going back to the teachers, do you receive compensation every month or every term? How often do you receive salary?

233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292	23:54 25:40 26:41 27:31 <

293			management of exams, exam council, shall provide us 2 exams, the mid-term
294	29:06	Researcher	and the end-term, it is all over the zone.
295			
296			You just talked about the feeder programme, what kind of programme is that?
297			
298		Teacher B	For example, we have the NGO, like here Vibrant, has sent us teachers. This
299			Vibrant may decide also to give us an exam, they have never (done before), but
300			if they decide, we would appreciate. We have orphans, pupils who are orphans,
301			pupils who are needy, we have an organisation that is assisting them back
302			there. Uniform, they provide, home and basic needs, they provide. They also
303			follow the records, performance records, progress records of these pupils, to
304			(at) the learning institution (that) pupils are learning from. They can come
305			here, ask us such questions, the challenges we are going on. In this school, we
306			have this number of our pupils whom we are catering for. If we can take there
307			an exam, it would benefit whole class, it will be good. They give us an exam,
308			on behalf of the other pupils that they are sponsoring. In class 8 we have 3
309			pupils in the institution there, they decided to give whole class an exam so that
310		Researcher	they can see and rate their pupils, how are they performing compared to other
311			pupils that are there in class who are not in their programme. So that is about
312			the feeder programme, compassion part of it.
313		Teacher B	
314			After the exam, do you do revision?
315			
316			That is a key area, and that is a rule, you have to revise. Ensure pupils why
317			didn't you score this, where did you go wrong. This question may keep
318			repeating. The exams are there to test your level of understanding. And also to
319			assess you as teacher, in which area do your learners have difficulties, and
320			which area do you want to emphasise when you are revising, when you are
321			teaching. So that you can also go back and revisit that area. Exams when we
322			have done, the first thing before we continue syllabus coverage, we shall go
323			and revise.
324			
325			I see. About giving them feedback, how do you give the results to students or
326			to their parents? Do you have reporting system?
327			
328			Yes we have. After the exam, after we have compiled the list, usually call
329			assembly or parade. The parade is not manned by the head of institution, the
330	32:45	Researcher	head of institution just comes as a member, we have an independent body
331			know as exam council, will come and release the results to the learners. In a
332		Teacher B	summarised form, we show the top performance and the subject that performed
333			and the list will be produced in a number of copies, hang in the classes for
334			them to see and have a reflection. The same marks of the list will be reflected
335			in their report forms during the end of term closure. If they did 4 exams, will
336			be entered to that report card. If they did more than 4 exams, we do (calculate)
337			average and enter, then later pupils take (the report card) home. Apart from
338			that, parents sometimes come and see the progress of the pupils, we show
339			them. After an exam we announce if there is any parents, your parent can come
340			here and have a look how you are performing. It will assist him or her, not
341		Researcher	waiting there until the end of the term. A pupil may be dropping drastically,
342			want to find is the problem arising from school or home, so that we can cut that
343			problem and keep on the child to the system.
344		Teacher B	
345			Next question is about the role and function of parents and community in the
346			school management. I think this school has the Board of Management, so
347			called BOM. Do you know how often they meet and what do they discuss?
348			
349			The Board of Management is there. But I cannot be clear, state the dates and
350			how often they meet and what they discuss because I'm not a member.
351			
352			

353			I have some additional questions. About the homework, how often do you
354			assign homework and do you think you have enough time to mark them all?
355			
356			As a head of department of one of the languages, a language is supposed to be
357			given and be taught daily both English and Kiswahili. Mathematics is also
358			supposed to be taught daily. Compared to other subjects like science and CRE.
359			CRE maybe has thrice a week. It is our role to give homework daily so that we
360			can also use check and balance for next days' work. When we give homework
361			from the textbook, some of the pupils have not done it, we may not punish
362	37:06	Researcher	them, we may not discourage them, or quarrel (with) them. We understand
363			where the problem is. The textbooks are not available. Those who have not
364			done it, they have reasons, genuine reasons. So I usually give (homework), but
365			if you give it from the textbook, most of them will not come, so that is a
366			challenge, but we usually give homework. And this homework may come with
367		Teacher B	general questions. And during your free time, we mark, or you can go (through
368			homework) as a revision with the class so that pupils can see where I went
369			wrong and where I got right.
370			
371	38:06	Researcher	So you usually give them homework on a daily basis?
372			
373			Yes, daily basis. Supposed to be done at home.
374			
375		Teacher B	I see some students wearing different uniforms from ours, from this school's
376			students. I assume that they are newcomers from different schools. Is this kind
377			of school transfers, do they take place very often? How do you see?
378			
379			It is common according to the environment and domestic reasons.
380			
381			Domestic reasons, you mean family issues?
382			
383			Family issues. For example, a family living in Nairobi comes and live this side,
384			so they are forced to come with pupils. Then they come with pupils, they have
385			to take them to nearest public institution, since it is free primary education, you
386			just come with the pupils and we enter them in our register. When the parents
387			brought the pupils here, (they) were not ready to buy the uniform, maybe the
388			situation forced. So we give them time, try your best, we are not forcing, but
389			try your best so that you can afford this uniform.
390		Researcher	
391			We have some private schools around here, and other public schools as well.
392		Teacher B	How do parents choose which school to send their children? What are the
393			components they consider to decide which school to send their children?
394	40:55	Researcher	
395			Private sector is like a class of people's choice, maybe a well-off person, living
396			distinctive life, would like to pupils to study in such environment and being
397			attended too, regularly and softly. In a private institution, they have adequate
398			teachers. Because they have financial support from the management. And
399		Teacher B	teachers will work confidently, knowing that parents will give them, they pay
400			school fees, they work tirelessly. Any parents that are well-off, and a child can
401		Researcher	be taken care of, will just go to private sector. Public institutions, because
402			teachers are supposed to be employed by TSC and the TSC has not provided
403		Teacher B	enough teachers to institutions, they have challenges in teaching staff. Parents
404			of not that standard, may just choose let me take my pupil to public
405			institutions. Teachers are overworked in public institution because they are few
406			and the workload is big. When we have PTA teachers, most of the public
407			schools start shining, for instance our school here, our (PTA teachers')
408			coming-in also relieved the TSC and we saw the need of teaching, workload is
409			less. We teach. The fruits that are coming from our commitment, committed
410			teaching, end up with doing very well than the (other) public institutions. So
411			parents also reach sometime transfer a child from public institution to public
412	44:00	Researcher	institution like this one because the standard has gone high. The standard goes

413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472		Teacher B <

473 474 475 476 477 478 479 480 481 482 483 484 485			

Interview number 4: Public primary school A parent A, parent B, parent C, parent D and parent E

Date	July 11th 2018	Place	Public primary school A classroom
Participants	Researcher (interviewer) Interpreter (male, 40s, parent) Parent A (Female, 40s) Parent B (Female, 30s) Parent C (Female, 30s) Parent D (Female, 30s) Parent E (Male, 40s)		

Line	Time	Speaker	Contents
1	02:51	Researcher	First question is about contribution you make to this school. This includes
2			financial contributions, do you pay for anything, and non-financial
3			contributions, do you bring food, what do you do for this school?
4			
5		Parent A	We contribute food for our children's lunch, lunch programme at this school.
6			
7			Anything else? You don't pay anything?
8		Researcher	
9			Nothing.
10		Parent A	
11			We provide with food for those who are taking feeding programme.
12		Parent B	
13			Same.
14		Parent C	
15			Same.
16		Parent D	
17			Food.
18		Parent E	
19			The uniform we also buy by ourselves.
20		Parent B	
21			Books.
22		Parent A	
23			Exercise books?
24		Researcher	
25			Yes.
26		Parents	
27			Pencils?
28		Researcher	
29			Yes.
30		Parents	
31			Textbooks, you are provided?
32		Researcher	
33			Yes.
34		Parents	
35			Apart from these, not by the parents, do you know if the community around
36	7:30	Researcher	here is doing something for the school? Community members who do not have
37			their children here. Are they doing something?
38			
39			No.
40		Parent	
41			OK. About your children and about your students here in general, do you think
42	8:00	Researcher	you have enough and adequate learning materials?
43			
44			There isn't enough material for learning. For example, there is very little (small) classrooms, the capacity of the pupils in this school is a lot, so they
45		Parent A	squeeze in in one classroom.

46			
47			They are not enough. For example, textbooks.
48			
49		Parent C	Chalks.
50			
51		Parent D	Major problem in this school is furniture. Our students squeeze on desks. You find 5 students, 6 students in one desk, We don't have enough teachers. We
52			
53		Parent E	have enough students but teachers are not enough.
54			
55			We do not have enough cupboards to put exercise books for teachers. For
56			example, teachers put exercise books down on the floor.
57		Parent B	
58			Parents are making some contribution, about uniform, exercise books, pencils
59	12:30		etc. Do you think parents are doing good and enough contribution to the school
60		Researcher	or do you think they need to do a little bit more? Are you satisfied with the
61			parents' contribution to school? What do you think?
62			
63			Those are not enough. Parents are poor, so they cannot actually do.
64			
65		Parent B	Most parents are casual (workers). They only work and get 200 Shilling (per
66			day). If you have 3 children and buy exercise books for them, it's not enough.
67		Parent A	We squeeze ourselves to make our pupils learn better, to bring better results.
68			But it's very hard for us parents to make it.
69			
70			I can work and earn 20 Shillings to 100 Shillings a day. It is difficult to cope
71			with such.
72		Parent C	
73			The child needs books and pencils, it is very difficult to manage.
74			
75		Parent D	How do you see the support from the government? I think the government is
76	17:00		supposed to bring some textbooks, teachers materials, school facilities etc.
77		Researcher	How do you see the support from the government to school?
78			
79			Support of the government to school is very poor. For example. We have about
80			50 pupils in a class, then it (the government) gives only 5 (text)books, which is
81		Parent B	not enough. So it is difficult for the school to manage unless it (the
82			government) gives big fund on it (textbook).
83			
84			The government is not doing well. For example, it gives one biro pen for a
85			term. That means that a pupil should use that biro pen for a whole term. That
86		Parent A	problem goes to parents, to buy biro pens for pupils.
87			
88			The government' supply of exercise book, for example, it is very minimal.
89			Because the subjects are many and the exercise book is only one, which cannot
90		Parent C	cater for the rest of the subjects.
91			
92			It cannot be enough unless (parents') pocket money is used to support.
93			
94		Parent D	The government support is so poor, also it comes late. Last term, received 1
95			exercise book, first term, second term, no (exercise book), so it's too late.
96		Parent E	
97			The government provides A5 book, but parents need to have a big (A4) book
98			for writing composition. It becomes a problem for parents to afford this.
99		Parent B	
100			About the class-size here, you already mention that the class is very squeezed,
101			and there are many students in one class, do you all agree with this?
102			
			Yes.
103	23:16	Researcher	
104			

105			Now I would like to ask you about teachers' commitment to school and
106			teaching. Do you think teachers here are committed for school and for
107		Parents	teaching? How do you see the teachers here?
108			
109	23:35	Researcher	I think our teachers here are very much committed to this school. Reporting
110			time is very excellent, they report here very early in the morning and leave
111			very late in the evening. That makes our pupils perform well at exams.
112			
113		Parent A	Teachers are very much committed on educating pupils. Because they come on
114			Saturdays and even on Sundays from 2pm. They are very much committed.
115			Pupils are getting adequate education.
116			
117			Teachers like pupils very much. Extra work in addition to weekdays. They
118		Parent B	work from Monday to Sunday, for class 7 & 8.
119			
120			Teachers are determined to educate these pupils as much as they can to ensure
121			that they (pupils) have enough education.
122		Parent C	
123			Teachers are very much committed for their work. They are strict on time,
124			compared to other schools, our students arrive at 6:00 and they (teachers) give
125		Parent D	them exercise, they are much committed.
126			
127			Next question is about student assessment and feedback system. It's about the
128		Parent E	exams that we do here. Do you think exam system here is working in a good
129			way or do you think they can improve something? I mean frequency of exams,
130			feedback you receive about the exams, report card you receive, etc, everything
131			related to exams. Exams and result reporting. How do you see the exam system
132	28:20	Researcher	in this school?
133			
134			The management of exam is up to date. When pupils have done (performed)
135			badly, parents go to teachers and ask him or her about the results. Teacher
136			explains nicely then the picture (the reason for bad performance) becomes
137			clear and parents go home when they are totally satisfied. In addition, the exam
138			that is done here is good compared to other past years. Because the current
139		Parent B	head teacher has improved the school so much and that's why the school is
140			doing very well.
141			
142			About exam, our school is really working hard. We have here academic day,
143			for example class 8, for every exam they do, parents are called here they
144			release the exam how pupils are performed. And those who are poorly
145			performed, they are really punished, they are given a lot of homework to do. If
146			they are not ready (to submit the homework), they are returned to home to
147		Parent A	finish the homework. So they make our pupils on their toes. They have that
148			heart of improving every exam they do. That's why the exam performance in
149			this school is going higher.
150			
151			We have very good cooperation between parents and teachers. That
152			cooperation improves the academic status of the child. For example, when a
153			child fails (an exam), a teacher calls parent and then inquires from the parent if
154			there is a side problem affecting the child so that they can solve. That
155			cooperation makes us as a unit.
156		Parent C	
157			The pupils are improving daily basis. For example, when a pupil gets 40
158			marks, next time he will get 50, improving day by day.
159			
160			About the exams, they are doing well. But the problem is, the number of exam
161			papers is not enough (and pupils have to share an exam paper). You start with
162		Parent D	simple questions and finish with hard questions. (For example,) In the first
163			page, one student has done 2 simple questions and he or she wants to turn over
164			

165		Parent E	the page to look for other simple questions, but the other student has not
166			finished the first page. That is our problem.
167			
168			About the exam (fees), the Board of Management has no say, it has to support
169			the parents to bring something little for the teachers to buy exams so as to test
170			them (students) as a working unit with the parents. This exercise (payment of
171			school fees), it is also difficult for the parents to chip in money from time to
172		Parent B	time yet the students need to be tested time to time, so that is another problem
173			parents are facing.
174			
175			I didn't get very well. The Board of Management is asking teachers to buy
176			more exams, but they lack funds to buy enough exams on a regular basis.
177			Then, what happens? Do they ask parents to buy?
178			
179		Researcher	When such problem comes, it is sacrifice of the teachers how they can actually
180			buy enough for them. That's why sharing (of exam paper) is there. Because the
181			parents cannot actually produce enough money for pupils to sit on (with) his
182			own (exam) paper. Again, some parents are very poor, they cannot even bring
183		Parent B	the money that is needed for the paper. The teachers make their level best to
184			ensure all pupils have done that paper equally.
185			
186			<Misunderstanding and miscommunication; parents are happy about the exam
187			results and feel proud of them>
188			
189			How do you see the way parents are involved in the school? Are you satisfied
190			with their support?
191			
192			Just (need) improvement more, I put in more effort. Because when it comes to,
193			for example, financing exams, as a parent I must have more finance to make
194	47:50	Researcher	the result improve more than where it is.
195			
196			You mean, you think parents can do more financial contribution?
197		Parent A	
198			Yes.
199			
200			What exactly do you think you can do?
201		Researcher	
202			Pay for exams and recruit more PTA teachers. Maybe that will make our result
203		Parent A	more than where it is.
204			
205		Researcher	We don't have enough support. Parents are really willing to support. But
206			actually the way they get funds is very minimal. But they are very much
207		Parent A	willing to support.
208			
209			For example, this time it's very difficult because I do not have any contract to
210		Parent B	get money. When I get money, I support.
211			
212			It is difficult for me (to support) because I do not have anything, I feel so
213			inferior about it, but I want the improvement of the school.
214		Parent C	
215			I think it's hard (to support). You can improve if parents can be told to pay for
216			exam money in advance so that they can prepare in time.
217		Parent D	
218			Do you think parents' opinion is reflected in school? Do you think that your
219			opinions or voices are heard in the way you want in the Board of
			Management?
220		Parent E	
221			The Board should be calling PTA meetings maybe quarterly or monthly for
222			parents to give their opinions.
223	53:49	Researcher	

224			Currently termly? The PTA meeting, how often do you do it?
225			
226			According to the seminar we went, we are supposed to meet thrice a year.
227		Parent E	
228			How do you see students' attendance everyday and their promotion to next
229			grade?
230		Researcher	
231			Attendance of pupils to school is up to date except when he or she is sick and
232		Parent A	he is advised to go to hospital for treatment of further diagnosis. When he
233			comes home, parent tells him to go back to school and the pupil goes to school
234	57:00	Researcher	then teachers welcome him back to school. Attendance is good. Promotion
235			depends on individual performance of him or her. If she did not acquire the
236			targeted marks, they call parents and then find out the problem. If the problem
237		Parent B	insists, he is told to repeat. If he goes to next class, he will not do good. So that
238			cooperation (between teachers and parents) is there then parents go home when
239			they are satisfied. When a pupil is not doing well, let him repeat.
240			
241			Attendance is good, promotion is excellent.
242			
243			Promotion is good because it depends on the parent and pupil in conjunction
244			with teachers. Like three cooking stones, cooperation (among the three) is
245			there. Teachers are technicians of these pupils.
246			
247			Attendance of pupils is good. Promotion is good because parents, teachers and
248		Parent A	pupils come together to see the results. If the result is good, promoted. If it is
249			not good, we should hear the teachers' comment.
250		Parent B	
251			Promotion is good because it alerts the pupil what to do whether to go to next
252			class or not. Attendance is good.
253			
254		Parent C	Attendance of this school is excellent. Our students do not stay at home. This
255			makes the promotion valuable.
256			
257			How do you see the academic performance of this school in general?
258		Parent D	
259			The performance is fair, it needs to improve more and more so that our pupils
260			should be called in national schools.
261		Parent E	
262			The performance of this school is good, is not excellent. Because our hope is
263			that, when (we) promote more than 10 pupils to national school that means the
264	1:06:35	Researcher	school is doing well. If we promote only 1 or 2 to national school, the exam
265			(performance) is not excellent.
266		Parent B	
267			For example they are doing zonal exam, when I hear the school performed
268			nicely, I am proud of it.
269		Parent A	
270			The performance of this school is very high but I need more improvement by
271			employing more teachers.
272			
273			Performance is good, but we have to improve more by enhancing the
274		Parent C	relationships among teachers, students and parents, it's a collective issue.
275			
276			What do you think are the differences between public schools and private
277		Parent D	schools?
278			
279			In private school, there are more textbooks adequate for the children, more
280		Parent E	teachers. One teacher can assess 2 or 3 pupils, and here one teacher is for 50 or
281			60. In private school, they have good learning, here not good. In private
282	1:10:52		school, they are proud of having school bus but here students are walking.
283		Researcher	

284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324	1:17:43	Parent A Parent B Parent C Parent D Parent E Researcher Parent B Parent A Parent C Parent D Parent E	Private schools are good because supported by the parents. They have access to good learning because of that provision. But in public (schools), it is difficult because when students go home, concentration is not sharp, but that one (concentration) of boarding, concentration of study is very sharp. Private schools cater shoes, but public schools, when they (students) go bare foot, they get jiggers (foot disease) and they disturb their education. Private schools, they have enough teachers, enough textbooks, that's why the performance is up to date. Private schools, performance is higher than public schools because teachers in private schools sign for long time contract but public schools they (teachers) go. Why did you choose this school to send your children? What did you think before deciding to send your children to this school? There are other public schools around here and there are other private schools around here. Why did you choose this school? I chose this school because this is nearby school. Also I wanted the community to grow. The school is in my community so it is good to use the school rather than taking the pupil to somewhere else. Because it is near the main road. I chose the school because it is near. I chose the school because it is near and also it is disciplined school. It's near, and also I'm proud of the community, and academically it is too high.

Interview number 5: Public primary school A parent F

Date	February 4th 2019	Place	Public primary school A classroom
Participants	Researcher (interviewer) Parent F (male, 50s)		

Line	Time	Speaker	Contents
1		Researcher	How do you see the academic performance of the school in general? Is it good,
2			average or not so good? What do you think?
3			
4		Parent F	I can see some improvements in that, it is good.
5			
6		Researcher	What do you think are the reasons for improvement? What are the components
7			that has contributed to the improvement?
8			
9		Parent F	After free primary education, the government provides enough textbooks.
10			Formerly we shared books but now one has its own, so it is good. We have
11			increased (number of) classrooms, more classrooms. CDF paid renovation of
12			classrooms and building of 3 classrooms. Now we have more teachers,
13			government teachers, 11 TSC teachers.
14			
15		Researcher	What do you think we can do to further improve the academic performance?
16			What can be done for better performance?
17			
18		Parent F	OK, about exam fees, if government can support, it's good. Because when
19			pupils are sent home (since they have not paid exam fees), we loose time for
20			study. Also, lunch programme should be expanded to start from class 1, now
21			we have class 7 and 8. They can't study when they are hungry.
22			
23		Researcher	Now I would like to ask you about different aspects of schooling and how do
24			you see them, are you satisfied with the current situation or you are not happy
25			and you find any problems that need to be improved. For example, first one is
26			about financial and non-financial support from the parents. I think parents are
27			supposed to bring some food for feeding and pay some fees for PTA teachers.
28			How do you see these parents support? Do you think parents are supporting the
29			school enough in a good way?
30			
31		Parent F	I think there are different parents. Different, I mean, there are working parents
32			and non-working parents. For working parents, it's convenient to bring and
33			pay, but for non-working parents, it's inconvenient to do so. So I think we have
34			different parents.
35			
36		Researcher	OK, what about the support from the government? Haw do you see financial
37			and non-financial support from the government? Are you satisfied with the
38			support?
39			
40		Parent F	Yes, I'm satisfied. Although some head teachers use the fund from the
41			government in a bad way, and misuse is there.
42			
43		Researcher	What do you think about this school specifically?
44			
45		Parent F	I think the government is doing good support.
46			
47		Researcher	Now about support from private donors, these are not parents, not the
48			government, I think your school receives some funds from private foreign
49			donors, like the construction of the new classrooms there, how do you see their
50			support? Are you happy with their support?
51			
52		Parent F	

53			Yes, happy. I think the German donor has paid the renovation of classrooms, 3
54			classrooms. They also gave us water tank, and they are supporting 5 students in
55			secondary school (scholarships).
56		Researcher	
57			Are these new classrooms also built by them?
58		Parent F	
59			Yes.
60		Researcher	
61			OK, now about the availability of teaching and learning materials, how do you
62			see the availability of them? Do you think you have enough materials or do
63			you find any problems?
64		Parent F	
65			There is not enough. Although government is doing the best but not enough.
66			You know exercise book like this one, A4 size 200 pages, can cost about 100
67			Shillings, it is something affordable for me but it's difficult for poor families.
68			
69		Researcher	What about teacher qualification at the school? Do you find any problems in
70			the current situation of recruiting teachers who have acquired trainings?
71			
72			Untrained teachers have problems in teaching, they are not capable. But we
73		Parent F	only have trained teachers, so no problem.
74			
75			OK, what about the teacher compensation? Compensation, I mean salary. I
76		Researcher	think TSC teaches are paid by the government and PTA teachers are paid by
77			parents. Do you find any problems in the way they are paid?
78			
79			For PTA teachers, we as a board sat down and decided to have 2 PTA teachers
80		Parent F	only, not more than that.
81			
82			And is there any problem in the payment to these teachers?
83		Researcher	
84			No problem. We pay them all the time.
85		Parent F	
86			OK, now I would like to ask you about class-size at the school, this mean
87		Researcher	teacher-pupil ration, or the number of students that one teacher has to teach at
88			one time. How do you see the current situation?
89			
90			We have a problem. You know, after the KCPE results are announced, we
91		Parent F	have many new students coming, because of the performance. Maybe it's
92			better to split classes, like Class 7A and Class 7B. So we need more teachers,
93			more government teachers.
94			
95			OK, next one is about teacher attendance on a daily basis, Do you find any
96		Researcher	problems?
97			
98			No problem. They come to school everyday and they work good.
99		Parent F	
100			How about the teacher continuation? I think government teachers are
101		Researcher	permanently employed so they continue to work certain period, for 2 to 3 years
102			or sometimes more than that. But for PTA teachers, it may be difficult to
103			continue working especially when the payment is not regular or sometimes
104			unpaid. If, for example, a teacher come and go very frequently, it can affect
105			students learning. How do you see the teacher continuation? Do you find any
106			problems?
107			
108			For TSC teachers or PTA teachers?
109		Parent F	
110			For both of them. What about TSC teachers first?
111		Researcher	
112			

113		Parent F	TSC teachers, they just leave when they go to different schools, so no problem.
114			For PTA teachers, parents pay their salary and Board of Management talk to
115			the teachers, and advertise and hire a new teacher when needed. We ask them
116			to give 3 months prior notice to us before they leave.
117			
118			So the Board makes sure to have teachers continuously?
119		Researcher	
120			Yes.
121		Parent F	
122			Next one is about teachers' engagement in teaching. Do you think teachers are
123		Researcher	committed to their work?
124			
125			Yes, they are determined to work. Teachers come and teach on Saturdays too.
126		Parent F	On Saturdays, they collect 10 Shillings from all students and the money is used
127			to pay teachers for their work on Saturday.
128			
129			OK, now about the student attendance everyday, how do you see it? Are there
130		Researcher	any problems?
131			
132			I don't see a big problem. The school has strict principles and they can be
133		Parent F	absent only when they are sick.
134			
135			What about the student continuation at school? This means students do not
136		Researcher	drop out from school, they do not transfer to other schools, they keep
137			promoting to next grade without repeating the same class. How do you see the
138			continuation?
139			
140			We have some problems of transfers and repeating because principles are
141		Parent F	strict. Some parents who cannot cope with the rules leave school.
142			
143			When I looked at the student population, I found that let's say up to class 6 or
144		Researcher	7, you have as many as about 60 students but it drops to 40 or less that that at
145			class 8. Are there selection of students at this level?
146			
147			Yes, there is thinning of students. It is difficult to promote from class 6 to 7
148		Parent F	and strict principles in promoting class 7 to 8.
149			
150			Did that practice start when the current head teacher came to school?
151		Researcher	
152			It was there before he came, but it depended on how the head teacher acts on it.
153		Parent F	This one (current head teacher) acts on it strictly.
154			
155			How do they decide who to promote and who not to promote? Is it academic
156		Researcher	performance?
157			
158			Yes, students do not understand, they can't move to the next grade.
159		Parent F	
160			You told me before that your daughter is repeating the class 7 this year. How
161		Researcher	did it happen, what was the process?
162			
163			They say she can go to class 8. But I checked her test results and her exercise
164		Parent F	books and I decided to repeat. So parents willing to stay and repeat stay at
165			school, but others leave.
166			
167			I see. Now about student engagement in learning at school, how do you see
168		Researcher	students' commitment in learning?
169			
170			Again the school has strict principles so they are committed. I check my
171		Parent F	daughters' books and they are learning.
172			

173			About the assignments and homework that teachers give to students and their
174		Researcher	regular checks, how do you see the current situation?
175			
176			I think it's fine. Teachers give a lot of homework. My daughter in class 7 study
177		Parent F	hard and late maybe go to be at around 11pm and then wake up and go to
178			school early in the morning.
179			
180			About the exam system, and feedback of exam result, I think teachers give
181		Researcher	feedback to students and parents, how do you see this exam and feedback
182			system? Are you satisfied or do you find any problems?
183			
184			It's OK. We pay 50 Shillings for exam, 3 times in a term. Class 8 have some
185		Parent F	more exams, and fees maybe go up to 300 schillings.
186			
187			Now about the school management system at the school, school management
188		Researcher	can include many aspects, but for example, parents' involvement in the
189			managements, frequent meeting of the committee, or the decisions made at the
190			management reflect the actual needs of the school. How do you see the school
191			management system in general?
192			
193			We went to Ebulonga secondary school the other day and learned how to run
194		Parent F	Board of Management. According to this, we need to meet every term, so 3
195			times per year. But our head teacher doesn't want to have this meeting 3 times
196			and we have 1 meeting in a year only.
197			
198			Why he doesn't want to have the meeting?
199		Researcher	
200			Maybe he doesn't want to use the funds for the meeting. We have 15 members
201		Parent F	in the committee, and each should receive 500 Shillings for attending the
202			meeting.
203			
204			I see. Now finally about the leadership role of the head teacher, again this
205		Researcher	could include various aspects, but in general, how do you see the way the head
206			teacher leads the school?
207			
208			It's good but he always hides financial issues. Because parents here are not
209		Parent F	well educated as he is, he can easily persuade parents. The construction of the
210			new classroom was done by people from his area. Because he used 2 of our
211			boys (from this area), he could show that he is doing good for the community.
212			But many came from outside. We don't know how much the school has
213			received from well wishers and we don't know how much funds are used for
214			which purpose.
215			
216			So some of the fund usage is not clear?
217		Researcher	
218			Yes.
219		Parent F	
220			OK, apart from the list here, I would like to ask another point. How do parents
221		Researcher	in this area choose which school to send their children? We have public
222			schools, private schools, different public schools and different private schools.
223			How do they decide the school? What do they consider?
224			
225			I think teachers' commitment is key, whether they work hard and teach
226		Parent F	children is important and the performance of the school is also (considered).
227			
228			Parents are responsible for food and some fees. What happens when parents do
229			not pay or do not bring the food?
230		Researcher	
231			I have not experienced such. They do pay, if they don't pay, it is a few parents
232			who don't actually pay. Because this is some bid of money which can be

233		Parent F	removed from parents, it can be catered for person who is not really able to
234			pay. But I have not experienced anything concerning the non-payment of
235			parents. We have not actually had that problem, neither we do not have that
236			experience. Because I have seen them (parents) actually responding. But if that
237			thing can be there, the continuation of exam or feeding will break.
238			
239			You mentioned earlier that when students did not bring exam fees, they are
240			sent back home to collect the fees. Once students are sent back home, do they
241			usually bring the money?
242		Researcher	
243			Yes, they are sent back home and bring the money, or parents can tell their
244			children to tell teachers give him or her one day or two days, then the money
245			will come.
246		Parent F	
247			About school management, you have the Board of Management, and you have
248			parents' representatives in the Board of Management.
249			
250		Researcher	Yes.
251			
252			You said you meet…
253		Parent F	
254			We are supposed to meet three times per year, but we meet once or twice. This
255		Researcher	is according to the head teacher, other schools they meet three times. That is an
256			act from the TSC.
257		Parent F	
258			Why do you think then that the head teacher does not want to meet three
259			times?
260			
261		Researcher	OK, the answer is simple. Because he does not want to cough the seating
262			allowance to the members. Because we have 15 members, 15 times 500
263			(Shilling per person), 7,500 (Shilling), that cash he eats it by himself, if it's
264		Parent F	twice 15,000 (Shilling), which he puts in the pocket. That's from the
265			government seating allowance. That 's the reason why he has one meeting or
266			two meetings.
267			
268			In deciding how the funds are used, funds include government funds or funds
269			from private donors, how do you decide how to use these funds?
270			
271		Researcher	Before money comes, we sit and decide as the Board of Management. We draft
272			a proposal, we need this, this and this. If we have a friend who can link us to a
273			donor somewhere, he takes our proposal to the donor, the donor says he will
274		Parent F	visit us. When he comes and visits us, he views and verifies our needs then he
275			says OK and let him go and see other donors who can support him. Then after
276			they agreed, they normally bring some money, then we sit, according to our
277			proposal, we should have this. We sit as the Board of Management, that is
278			(comprised of) head (teacher) as secretary, chairman, treasurer, and other
279			members, 15 in total. We put them in priorities, this is the most needy item we
280			should now concentrate on it. If the money comes for two classes, we
281			concentrate on them, on the building (of them), because that was our first
282			priority. Then as the Board, we normally sit and start looking for the materials
283			and carpenters. Then we decide some carpenters to start bringing some sands,
284			cement, and whatever. It works in that way.
285			
286			First, you write proposal. Is it you to write of the head teacher to write?
287			It is head teacher to write. Of course we normally have brainstorming as the
288			board, then we tell the head teacher to write this and this. Then he writes it.
289			Now using the Board of Management authority, he writes the proposal.
290		Researcher	
291			

292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351		Parent F Researcher Parent F Researcher Parent F Researcher Parent F Researcher Parent F <

352			Yes.
353		Researcher	
354			For exam fee, you told me it's 50 Shilling?
355		Parent F	
356			Yes, 50 Shilling per exam, not per term but per exam. In a term they can do
357		Researcher	more than 3 except for class 7 and 8, which does a lot of exams.
358			
359		Parent F	About the school fees, in order to support the PTA teachers, you are supposed
360			to contribute. Does it have difference between lower primary and higher
361		Researcher	primary?
362			
363		Parent F	Yes.
364			
365			How (are they) different?
366		Researcher	
367			Lower primary (ECD, class 1-3) they give 1,300, upper primary (class 4-8)
368			they give 1,570.
369			
370		Parent F	Is this per term?
371			
372		Researcher	No, this is per year. But in ECD, they have a certain amount, which we call
373			admission fee. That admission fee is 1,000 (Shilling) apart from 1,300 per
374		Parent F	child.
375			
376			I heard that nowadays we have new comers to this school, and in order for
377		Researcher	them to join the school, there are some fees that they have to pay for the
378			interview, maybe they might take exam to check their academic performance
379		Parent F	so that they can fit into the right class. DO you know how much does it cost?
380			
381			Yes, an interview is 500 (Shilling), only an interview. Whether you pass or not,
382			you have to give 500. Admission is 1,700 (Shilling) for new comers. But about
383		Researcher	the interview (fee), this 500 started this term this year. But formerly it had been
384			300. It has increased, but the head teacher took an advantage to increase this
385			one just because of the high marks school got. Seems he knew very well, this
386			parent who will come here have seen the results of the school, he raise the
387			money and of course they are releasing (paying). But you see, in the actual
388			sense, it is very high. The amount, though it is high, but a parent who needs his
389		Parent F	student to go to this school they have to pay. It is not very difficult for him to
390			pay because he wants his student to do good, to get high marks. So it forces
391			him to pay that. Why it forces him to pay that? (Because) He compares when
392			the student will join Form 1 (secondary school), how much will he pay? He
393			pays much more than that, probably 5 times (more than) that. So with this one
394			(amount) he can afford, though some parents afford it with difficulties. Those
395			parents cannot afford, they will not take their pupils to this school because the
396			money is not easy to get.
397			I can give one point as a parent. That money that the head teacher is charging
398			us, is very high. He should reduce it with a quarter (25%). Then, I can also ask
399			head teacher to explain the use of those funds he gets them from the new
400			parents. And again, we would like him to calculate this money if the 3 PTA
401			teachers are getting that money. I can also ask the head teacher did you discuss
402			with the Board of Management about raising the interview fee and admission
403			fee? Or you did it by yourself? As a parent, I can also ask that. Practically there
404			was no consultation. He did it by his own shoulders.
405			
406			I think we have covered many important issues and I can finish the interview
407		Parent F	now. If I have anything that needs more clarification, I might come back and
408			ask you some additional questions.
409			
410			Yes, welcome.
411			

412 413 414 415 416 417 418 419 420 421 422 423		Researcher Parent F Researcher	Thank you very much for your time and all the information.

Interview number 6: Public primary school A parent G

Date	February 4th 2019	Place	Public primary school A classroom
Participants	Researcher (interviewer) Interpreter (male, 40s) Parent G (female, 30s)		

Line	Time	Speaker	Contents
1	02:27	Researcher	First I would like to ask you about your opinion about academic performance at the school. How do you see the performance of the school in general?
2			
3			
4			From 2016 it has been improved. Because even my son that one (who is now) in Form 3 did very well. 2017 they moved, 2018 they did very well, and we are satisfied with the school. We appreciate with it, that head teacher, we like him very much.
5		Parent G	
6			
7			
8			
9			OK. What do you think are the reasons that the school could perform better and better in the last few years? What are the reasons? What do you think? What are the contributing factors that make the school perform higher?
10		Researcher	
11			
12			
13			The head teacher is not a person who is being called in many meetings from here and there, but he is determined on his work. About discipline, discipline is proper, pupils normally go to school very early in the morning and they come very late, so the pupils are just learning nicely. Even we parents are happy because tuition is just proper. Tuition means the little money they (parents) pay, (it) is not all that high to them for remedial learning. That's why we are very much happy about the school, even we love the headmaster himself.
14			
15		Parent G	
16			
17			
18			
19			
20			
21			If we want to improve the performance higher, so it is getting higher but there's some room we can still improve further, what do you think we need to do to improve?
22			
23			
24		Researcher	
25			Most needed items are textbooks because in case we get someone who can assist us we can do better from what we are. Though the classes are not (the biggest issue) very now (as they are building a new classroom), but the compound itself is so small. Even if we get an aid we cannot actually build because the place is very squeezed.
26			
27			
28	6:29	Parent G	
29			
30			
31			So the compound is small?
32			
33			Yes. According to the current situation, the pupils have come more to the school, because of the high performance, so the classes are very minimal.
34		Researcher	
35			
36		Parent G	So the physical size of the class is getting smaller and smaller because more and more pupils are coming to the class.
37			
38			
39		Researcher	Correct. If we get more classes and more textbooks, we can do better than what we are.
40			
41			
42		Parent G	OK. Now I would like to ask you different aspects of schooling one by one, from 1 to 15 (on the list of schooling aspects). And I would like to know whether you are satisfied or you are not satisfied. If you are happy or you think we can improve some points. OK. First is about financial and non-financial support from the parents. I think parents are supporting the school, how do you see the way parents support the school? Do you think parents are supporting in a good way or do you think parents can support something more, how do you see the way parents support the school?
43			
44			
45	8:18	Researcher	
46			
47			
48			
49			
50			
51			On the side of parents supporting the school, not all parents are equal. Even the side of school fees, we have some parents who pay now (all of the) school fees,

52			some pay little by little, so the frequency the headmaster actually get access to
53			the funds is not actually good. So it might delay the progress. So, (not all)
54		Parent G	parents cannot afford whole fee.
55			
56			OK, now about the financial and non-financial support from the government,
57			so not parents but this time government support, how do you see the support
58			from the government? Again, are you satisfied or you are not satisfied, do you
59			think they can improve some points or are you fully satisfied? How do you see
60	11:55	Researcher	it?
61			
62			Support from the government, I'm very satisfied. The head teacher works on
63			finance, we see the progress of those (government) funds, how they work.
64			When we go to school as parent, when we have parents' meeting, the head
65			teacher explains how he uses the money, then parents are satisfied.
66		Parent G	
67			OK. Next question is about support from private donors, so this is not parents,
68			not government. At school you receive some funds from well-wishers, how do
69			you see their support to school. Again, are you satisfied or do you think there
70			are any problems that we can improve? How do you see the support from the
71			well-wishers?
72	13:30	Researcher	
73			We are happy because we have donors. Even right now we have two classes
74			which have been made (built) by the donors. We celebrated. Apart from that
75			we have other donors who are helping on the payment of some students'
76			school fees. We see donors outside help us very much. We had some classes
77			which were totally in a bad state but they renovated them. The latrines were
78		Parent G	totally bad but they did so (renovated them). In addition, we are also still in
79			need of them actually assisting on those items we lack.
80			
81			Which items do you mean? Some items you lack, which items do you mean?
82			
83			At school we might lack some items like textbooks, compound is very small,
84			we lack school compound, those are the major items we lack.
85			
86			Next one is about teaching and learning materials. How do you see the
87		Researcher	availability of teaching and learning materials? Do you think the school has
88			good enough teaching and learning materials, or do you find any problems?
89			
90		Parent G	There is a problem. Textbooks (are) the major problem. Exercise books, some
91			children cannot afford. Biro pens, some cannot afford. Uniform, some cannot
92			afford and buy uniform. Shoes, some children come to school with sandals,
93	17:25	Researcher	that is very bad. You want shoes like rubber shoes, sport shoes, child must be
94			comfortable. Desks are small (in numbers), because children now (are) many,
95			they cannot (accommodate them all).
96			
97			Now about the teacher qualification and compensation, lets' start with teacher
98		Parent G	qualification. How do you see the qualification of teachers? I mean teachers
99			who are trained or there might be untrained teachers, how do you see the
100			teachers there? Do they have enough qualification to teach? What do you
101			think?
102			
103			On the side of teachers, we have some trained teachers but there are few
104			(numbers of teachers). On the other hand if we get others (teachers) who are
105	19:15	Researcher	trained, the (academic) results will be higher. So those few ones (teachers) that
106			we have at school, they are really trying their level best. They also improved
107			the (academic) standard.
108			
109			OK, now about teacher compensation, which is about teacher's salary, I think
110			in the school you have TSC teachers who are employed by the government,
111		Parent G	then you also have PTA teachers who are not employed t=by the government.

112 113 114 115			How do you see the way teachers receive salary? Are they receiving salary without delay and they get salary regularly? Or do you find any problems in the way teachers receive salary?
116 117 118 119		Researcher	I have not experienced any problem concerning them. I think they are OK because I would have actually learned/known if the problem is there the delay of salary. I have not heard any problem.
120 121 122 123 124 125 126		Parent G	OK, now about class-size. This is not physical size of the classroom, but the so-called teacher-pupil ratio, so the number of students that one teacher has to teach at one time. How do you see this ratio, teacher-pupil ratio at the school? Do you think teachers are handling a good number of students? I mean there are not too many students and they can manage to teach all students or do you think there are any problems? How do you see?
127 128 129 130 131 132 133 134 135 136 137		Researcher Parent G	On that side we have a problem. Currently, right now, the pupils are many, the number has swollen. For example, one class contains 70 pupils. So we have a problem with teacher marking the books. When the pupils are many in the class, attending to students becomes a problem, how you handle them one by one has a problem because there are too many. That's why we are crying by saying that if we can get double classes would be better. If we have two streams per class (grade) would be better because they would accommodate those pupils who would be suffering from getting them teachers. The classrooms are not standard, in the classroom, you can get a desk having 4 pupils. In fact problem lies on the desks.
138 139 140 141 142			OK, teacher attendance and teacher continuation. Let's start with teacher attendance. How do you see teacher attendance at the school? Teacher attendance means on everyday basis teachers come to school. How do you see their attendance?
143 144 145 146			Attendance is not bad. From Monday we have not experienced any teacher absent. In fact in an extent, we have classes on Saturdays and Sundays. So their attendance is very fluent (good).
147 148 149 150 151 152 153 154 155 156	26:28	Researcher Parent G Researcher	OK, about teacher continuation, which means, this is not everyday basis but yearly basis, teacher come to school and stay in the school for at least a few years. Because if teachers come to school but leave the job very quickly, so if teachers change very frequently, it may upset the students. So in terms of length that teachers stay in school, how do you see the way teachers continue to work in the school? How do you see it? Especially for PTA teachers, TSC teachers are almost permanently employed by the government, but PTA teachers, they are not employed by the government. So they may have different issues. how do you see the way teachers continue to work in the school?
157 158 159 160 161 162 163			Because the head teacher is hard working and well disciplined, so if he sees there is a lazy teacher, if it is a PTA teacher, he refers to another school. He wants the teachers here (follow) his rules, so as to continue with him or her properly. But now for this year, currently those teachers there are good. He wants those teachers who have ability to teach, who come to daily basis, and then who comes frequently. So he wants busy teachers.
164 165			So continuation wise, do you think you have any problems?
166 167		Parent G	No problem there.
168 169 170 171			OK, now about teachers' engagement in teaching, how do you see teachers' commitment for their work? Are you satisfied with the way teachers are committed to school, or do you find any problems in the way teachers committed to their work?

172			
173			Those teachers are really committed. Because, in other schools, for example,
174			pupils come from school (to home) from 4 or 5, but here, they come from
175		Researcher	school at 6. Even on weekends, they go very early and leave very late.
176			Attendance of the school is good, teaching is proper.
177		Parent G	
178			OK, so they are engaged in teaching very much?
179	31:02	Researcher	
180			Yes.
181			
182			OK, now about the student attendance, so this is student side, how do you see
183			everyday basis attendance of students?
184		Parent G	
185			Attendance of the pupils is good. Because when they reach at school at 6, even
186			when teachers have not come, they are very busy in class.
187			
188			Do they come everyday?
189		Researcher	
190			Yes. About discipline, they are very very disciplined at this school. Because
191		Parent G	when they see there's teacher, no play.
192			
193	33:36	Researcher	About student continuation, this is not everyday basis, but students continue to
194			stay in the school and get promoted to next grade, or students do not drop out
195			from school, student do not transfer to other schools. How do you see the
196		Parent G	continuation of students at school?
197			
198			Current years of the present head teacher, we have a big difference. We had
199		Researcher	some pupils who are away from school but now they have come back to
200			school. Other pupils are now serious on education. I have not experienced any
201		Parent G	dropouts.
202			
203			Your children are still at class 6 and 4, but you had first-born boy who
204	34:35	Researcher	graduated the school recently. When I checked the student population, you
205			have many students up to class 6 or 7 maybe, but from class 6 to 7 or 7 to 8, to
206			get promoted to next grade, we have fewer students at class 8. From example,
207			class 8 last year you had 35 but other classes they had 60 or more than 60. That
208			means at class 8, from class 7 to class 8, there are 20 some students missing
209		Parent G	actually. So, I think there are very strict rules to promote those students from
210			class 6 to 7 or class 7 to class 8, at higher or upper primary level. From your
211			experience, do you see these strict management of the way promoting students
212			in upper primary school?
213			
214	36:00	Researcher	When pupils reach standard 7, head teacher selects those pupils that should go
215			to class 8. Because he wants smaller number but performing students. He
216			wants a pupil to repeat class 7 so as to when he has got to class 8 when he is
217			sharp. We parents normally see it as a good idea because, for example, last
218			year, he did so (head teacher selected students) and then they past (over 250
219			marks at KCPE). They did very well. So parents see him working well.
220			
221			So you are happy with this system?
222			
223			Yes.
224			
225		Parent G	Did your first-born boy, did he repeat or he was promoted…
226			
227			From class 7 to class 8?
228			
229			Yes, or class 6 to 7, did he have any repetition?
230			
231			

232			He just went through. It was 2016, the school got No.1 with this head teacher,
233		Researcher	because that teacher came in 2015, 2016 was the first year, so he did very well.
234			
235		Parent G	Students' engagement, so now I would like to ask you about the way students
236			committed to their work or to their learning at school. How do you see their
237		Researcher	commitment for learning, not teachers' side but students' side, students'
238			commitment to learning?
239		Parent G	
240			Students are just good as I am seeing my own children. I am seeing my
241		Researcher	children, during lunch break from 1:30 to 2, they go (to school) for revision
242			purposes. Also they have preps, morning preps, breaks and evening preps.
243		Parent G	They are really engaged in learning.
244			
245			OK. About homework or assignments and their checks, do you think teachers
246			give homework or assignments to students on a regular basis? Do they check
247	40:14	Researcher	these assignments all the time? Do you find any problems in the way they
248			assign and check the homework?
249			
250			For example, when my children come home, after bathing they have
251			homework which they do on daily basis. When the child goes to school in the
252		Parent G	morning, that is the first thing to be checked by the teacher. And they give
253			homework on daily basis. They have regular checks on exercise books and
254			homework.
255			
256			Do you find any problems in the way homework is done? Homework and
257	42:31	Researcher	check system at school, do you find any problems in the system or do you find
258			it works good?
259			
260			I have never seen any problem. They are OK.
261			
262		Parent G	Next one is about the exam system. This includes they have regular exams and
263			then they give you or students feedback. The way they do the exams,
264			frequency, quality, the way they give feedback of the results, do you think they
265			have a good system in doing exams, giving you feedback, how do you see their
266			exam and feedback system?
267			
268		Researcher	They normally do exams, for example, right now class 8 has done a lot of
269			exams, other classes, they have done almost twice. When they do exams, they
270			are given the results. As a parent, you are being called (to school) and they ask
271			you 'your pupil has done this and this', if this is the problem, 'how can we help
272		Parent G	him or her (pupil)'. As parents, when your child is not performing good, we
273			normally make consultation with teachers to help the pupil. Now the side of
274	44:35	Researcher	exam, they normally do from time to time. On the other hand, those exams
275			have a variety of materials, which have some additional education of them. For
276			example, our students did not do good in composition, but from frequent
277			testing, he can do those composition.
278			
279			Now about the school management, this could include many things, for
280		Parent G	example, parents are involved in the school management, or maybe another
281			example is that they meet frequently, frequency of the meeting of the school
282			management, or the way fund of the school is used, the use of the fund, is
283			reflecting the needs of the school. If you have a good management system, the
284			fund is used in a good way so that it can help the school to be improved, or to
285			be developed. These are just examples. How do you see the school
286			management system at school? Do you think you have a good school
287			management system or do you find any problems that we can improve? How
288			do you see?
289			
290			
291	48:45	Researcher	

292			School management is very good. When a problem rises, the management calls
293			parents and notice the issue to the parents and then the problem is solved. So
294			the school management is just OK.
295			
296			Now about the leadership role of the head teacher, how do you see the way he
297			leads the school as a headmaster? Are you satisfied or do you find any
298			problems in the way he leads the school?
299			
300			Our head teacher is a good man but sometime he behaves abnormal. He has a
301			sprit of helping, and also a sympathetic spirit, he has also some weaknesses but
302		Parent G	on the leadership, he leads the school properly. We don't see a problem with
303			him. Though we have some problems on the side of parents. Though we have
304			some problems that are invisible, but the school has become better than it was.
305			That's why we like him as our head teacher.
306	51:15	Researcher	
307			When you say problem, what kind of problem do you mean?
308			
309			We have some parents who do not actually understand him. For example, he
310		Parent G	can send a pupil to go and bring some money, then when a parent comes with
311			the pupil, the headmaster talks badly on him or her, then you find now they
312			(parants) parade with parents (for protest), so on that side, the parents see the
313			head (teacher) as a bad person. So mutual understanding is not there. On the
314			other hand, the head teacher is good, on the side of progress, he is OK. On the
315			side of academic, he has really volunteered. Even he leaves his jobs (at home)
316			and comes very early in the morning. He stays at school, even (on) the
317		Researcher	holidays, he is just at school and monitoring the school. He has taken the
318			school like his home. We congratulate him.
319		Parent G	
320			I would like to ask you one additional question. It's about school choice. In
321			this area we have several government schools and several private schools.
322			Parents are choosing schools, for example, you send your all children to here,
323			but you have other options, like we have other public schools around and we
324			also have private schools. Why did you choose here, or in general, in this area,
325			how do parents decide which school to send their children?
326			
327			I took my children to here because the academic standard was proper. Public
328			school C (nearby school) was also proper, but when the other (new) head
329			teacher came there, he paralysed the school. He made the school not in
330			progress. The academic standard was substandard one. That made other
331	55:42	Researcher	parents to bring their children at this school. Because the leaning was not
332			proper. Currently, there is another head teacher at public school C, who can
333			improve the school. But most parents brought their pupils at this school
334			because of the proper management and the performance of the school.
335			
336			Apart from academic performance, are there any points that you considered?
337			
338		Parent G	About, school compound, the people who have the plots around cannot give
339			(for free), but in case we have some funds to buy from them, we can actually
340			make the school very wide, we expand the school. Because the school is on a
341			tarmac road, and it is also good condition. So what we lack is compound.
342			Because if we have the compound, the classes will be many. And on the side of
343			the teachers, there is no problem. We are actually just crying for the compound
344			because we don't have the field, playing ground for the pupils.
345			Back to the school choice, when parents decide, when I interviewed other
346			parents, financial situation of the family is also a key component when
347			deciding which school to send their children. From your experience, or maybe
348		Researcher	from what you heard from friends who have their children at school, do you
349			think are there any financial issues that parents are facing?
350			

351 352 353 354 355 356 357 358 359		Parent G	On the side of payment, for example, class 7 and 8, they have some extra funds and also feeding programme is on them very much because they have to produce some maize and beans. So it becomes a problem also for parents to offer those. We also have problem on the ECD section, because they have to take maize and beans for porridge making. We have a problem of water, if we can get a big tank, children cannot suffer. Because every morning they have to go and fetch water from the string, everyday, that is a very big problem of the school.
360 361 362 363 364 365		Researcher	OK, we can finish here. Thank you very much.
366 367 368 369 370 371 372 373 374		Parent G	
375		Researcher	

Appendix 5 Case 1 public primary school A field notes

# and contents	Date/Methods 1: observation 2: informal interview 3: document review
1. established in 1982	13-Jun-2018/2
2. 3 ECD teachers (2 of them paid by parents and 1 by the County); 9 TSC teachers; 3 PTA teachers; 4 teachers from Vivrant village Foundation	13-Jun-2018/2
3. Feeding programme for 6, 7 and 8 plus those who bring foods	13-Jun-2018/2
4. Investment on school facilities from a university in Turkey	13-Jun-2018/2
5. Grade 7 & 8 stay in the classroom during break time for self-study; Grade 6 roughly half of them do the same	20-Jun-2018/1
6. 2-3 of Grade 7/8 students help chef cooking breakfast for teachers and lunch for teachers and students (Grade 6, 7 and 8 plus those paid)	20-Jun-2018/1
7. Previous test results put on the wall with name and score	20-Jun-2018/1
8. Test reviews Grade 4/5: boys and girls competitive point system	20-Jun-2018/1
9. All garades have at least 2 internal exams per term (mid/end) -> results are entered into school computer -> reported to parents every end of term	20-Jun-2018/1&2
10. school PCs were donated by the government (only one of them is in use out of 3)	20-Jun-2018/1&2
11. Roughly 50 tablets were donated by the government but not in use. When supervision team comes, set up computer room and conduct lessons with tablets	20-Jun-2018/1&2
12. Grade 4 Math: 2-3 students per textbook	20-Jun-2018/1
13. Grade 3 Math: 33 textbooks for 64 students (1 for 2 students), 3-4 in one table	21-Jun-2018/1

14. Grade 2 Math: VVF teacher running the class, no textbook used, 3-4 in one table	21-Jun-2018/1
15. Grade 1 Kiswahili: 2 VVF teachers running the class, no textbook used, 3-4 in one table	21-Jun-2018/1
16. Grade 1 Kiswahili: 46 students in the class, students were not concentrated	21-Jun-2018/1
17. A few students in almost every class up to Grade 5 wear different uniform, but less or none in Grade 6 and above; more school transfers at lower classes compared to upper classes	21-Jun-2018/1&2
18. Grade 2 English: 31 textbooks for 42 students (1 for 1.35 students), 2-3 in one table	21-Jun-2018/1
19. Grade 4 Math: 17 textbooks for 59 students (1 for 3.47 students), 2-3 in one table	21-Jun-2018/1
20. Grade 5 Social Studies and Christian Religious education test revision: 18 tests for 51 students (1 for 2.83 students), 2-3 in one table	21-Jun-2018/1
21. Grade 4 Science: 4 textbooks for whole class and 1 for teacher	21-Jun-2018/1
22. Grade 8 KCPE exam review: 12 tests for 24 students (1 for 2 students)	21-Jun-2018/1
23. Grade 7 Math: 17 textbooks for 47 students (1 for 2.76 students)	21-Jun-2018/1
24. Grade 6 English: 18 textbooks for 55 students (1 for 3.05 students), 2-3 students in one table	21-Jun-2018/1
25. Grade 3 mid-term test review Hygine and Nutrition: 37 test for 66 students (1 for 1.78 students)	21-Jun-2018/1
26. Grade 4 English: 7 textbooks for whole class	21-Jun-2018/1
27. Aiming to have 1 textbook per 2 students for key subjects such as English, Kiswahili and Math	21-Jun-2018/1&2
28. Textbooks are provided by the government and once received, they become school property, however, they are easily lost, damaged, etc	21-Jun-2018/1&2
29. Higher payment TSC > PTA teachers > VVF teachers (2000 KSH per month)	21-Jun-2018/1&2

30. 20-25 classes per week is the adequate amout for teacher A	21-Jun-2018/1&2
31. PTA teachers are recruited at school's discretion: advertised, interviewed, lesson demonstration, recruited (1 of 3 PTA teachers comes from the same village and the others are from neighbouring village)	21-Jun-2018/1&2
32. So far there is no sign of distribution of new textbook by the government for new curriculum	21-Jun-2018/1&2
33. Head teacher bought and distributed a bottle of juice for Grade 8 students to encourage good performance in the cluster test in the next week	21-Jun-2018/1
34. 7:00-7:30 preparation time, 7:30-8:15 preparation time with teachers presence (assembly from 7:30 on Mon and Fri)	22-Jun-2018/1
35. Finish time: Grade 1 and 2 at around 4:00, 3 and 4 at around 5:00, 5 and 6 at around 5:30, and 7 and 8 at around 6:00 or later	22-Jun-2018/1
36. Disciplining students: Before students leave school, they were called grade by grade, few words from class teacher and head teacher (academic performance, student behaviour, etc), then allowed to leave	22-Jun-2018/1
37. Students help harvesting maize from school farming field rented by school -> some of them were distributed specially to Grade 3-5 who came to Saturday classes, rest used for feeding programme	22-Jun-2018/1
38. Saturday, 8 teachers in total, some come late, some leave early, 4 teachers in the afternoon	23-Jun-2018/1
39. Saturday, Grade 3-8 only; Grade 3-4 up to lunch; Grade 5-6 up to 4:00; Grade 7-8 up to 5:00	23-Jun-2018/1
40. Grade 8: 9 exams in term 1, 8 exams so far in term 2 (will be 9-10 exams in total in term 2)	23-Jun-2018/1&2
41. Saturday, Grade 3, Grade 4, Grade 5: self study (duty students act as teacher)	23-Jun-2018/1
42. Grade 5 Kiswahili: 13 textbooks for 52 students (1 for 4 students)	23-Jun-2018/1

43. Self study is used as a common method (duty students act as teacher)	23-Jun-2018/1
44. Grade 6 Math: homework is done together during self-study	23-Jun-2018/1
45. Grade 7 English: 2017 term 3 test is used (even though it is still in term 2 = advanced learning?)	23-Jun-2018/1
46. KCPE minimum target 330 put on the wall of head teacher's room, teachers' room and at Grade 8 classroom	23-Jun-2018/1
47. Grade 8 KCPE keynote review: text written on blackboard and students write down on notebook	25-Jun-2018/1
48. Feeding programme require 4 tins of maize (70 KSH per tin), 2 tins of beans (200 KSH per tin), and 200 KSH for salt, oil and onions, total of roughly 880 KSH, per term	25-Jun-2018/2
49. Grade 4-8 classrooms have lights on the ceiling	25-Jun-2018/1
50. Test results announcement for Grade 7/8: line up in the order of score, clapping for good performance, comments from class teacher and headteacher	25-Jun-2018/1
51. Head teacher aiming to get teacher of the year award	25-Jun-2018/2
52. 5 students dropped out and 16 new students joined the school in this year	25-Jun-2018/2
53. Training seminar for teachers organised by the government takes place 1-3 times per year, subject based training, trainig for new curriculum, etc for TSC teachers only	25-Jun-2018/2
54. Students are regularly sent to fetch water from the spring for cooking, for construction, etc	25-Jun-2018/1
55. New classroom is being built, funded by private donor from abroad	11-Jan-2019/2
56. 2 of the PTA teachers are paid by parents (4,000 KSh per month), and the other PTA teacher is paid by local private donor (5,000 KSh per month)	11-Jan-2019/2

Appendix 6 Case 2 public primary school B interview transcripts

Interview number 7: Public primary school B head teacher

Date	February 1st, 2019	Place	Public primary school B head teachers' office
Participants	Researcher (interviewer) Head teacher (TSC teacher, Male, 50s)		

1. **Researcher** 00:21
   I have still some just a little, little information to clarify from you. First of all, how do you see in the academic performance at this school? Especially, maybe in comparison to when you came here? And you've been here for about six years? Seven years? How do you see the changes in academic performance?

2. **Head Teacher** 01:06
   Well, you know, when I came here, this school was not in class eight, still not in eight classes. So the first KCPE was done while I am here. But if I compare, if I don't know, we talk about academic performance, we are really referring to only the exam results, because according to me, I think it has improved, it has improved. First of all, when I came here, it's like there were no exams. Even the midterm exam and the end-term they were not here. So we introduced, we started sitting exams, even if it meant borrowing from other schools, when parents are unable to buy. So we started it that way. So now children have now gotten useful exam, because at least all classes except class eight, we do exam twice every term, it's only class eight that we do more in one term, we do more exams. So I if I look at that, I can say that at least there's some improvement, though, when we come to KCPE we have had a fluctuation maybe this year it is high next year, it goes low, depending on the number of and the kind of pupils.

3. **Researcher** 02:53
   In order to improve the performance, further, what do you think we need to do?

4. **Head Teacher** 03:08
   Now, for us to improve, a lot, a lot, a lot of a lot needs to be put in place. First of all, in terms of time, I mean the resources time, and then also the financial resources also, because the books, the learning material, generally, because some of our pupils are poor and find that as you have seen, as we walked around, we find that we have very many who have come in from other schools. So the reason why they leave those other schools number one is because of payment, because of payments, so when they are told to pay like in those other schools, then it becomes a problem the parent tries to transfer the child. Another reason is because of performance. When they are asked to repeat a class, then the parent doesn't want or the child doesn't want to repeat. So they tend to come back this way with the name that this is our school. This is because they are men who come from this community. So they tell us that this is our school. So, the children must learn here. So, you now see that those who are poor, they need a lot of time. They need a lot of time for them to improve. And not only time, I said resources as in financial resources and human resource, human resource because if you have a class of 30 pupils, a class of 30 pupils and 15 of them are very poor. They are non readers. You know one teacher cannot manage that. Because these are children who need to be attended to heavily, for example, a child is in class four, or in class five and is a non reader. And there are 15 of them in a class. So you see one teacher, within 30 minutes of that five minutes, cannot manage. So that's why we needed more teachers does the human

resources, we needed more teachers so that these classes can even be graded. Even when it comes to time for these literacy lessons, you can even have 15 in that class. And you know, that will require many teachers, also, as I say, it requires time, because you know, you do you cannot change this situation within one year. No, you will do it this year, you need a bit next year, again, you move. So by the time the pupils are reaching class eight, they are now a bit polished. So, if we got the resources, the human resource, then the financial help, so that we can be able to buy more books, because like you see these children who are non readers, the moment they start reading, they learn how to read, we need to give them like storybooks. So that at least every child has a storybook this day reads one, maybe tomorrow reads another story, to give them that interest. And also. So we need the books. We don't want to, there are very many unethical ways that other schools use to make their performance look like it is good, like forcing pupils to repeat. Like even sending away those who are poor in class, you sent them away from school, we don't want to use those means, because we think that every child has a right to be in school. And the government policy is that no repetition. So when we want our pupils to repeat, we talk to them to the parent to the pupil, we make them see the need. So if they accept fine, but if they refuse, we let them go to the next class. But you see in other schools they are forcing them.

5. **Researcher** 07:42
   Okay, now, I like to ask you some of the aspects of this school and your opinion about it. First one is about the teacher attendance and continuation, but especially those for the teacher continuation. Because here you have TSC teachers and PTA teachers. And for PTA teachers, I learned that there are difficulties in the payments to them due to lack of resources, or lack of cooperation from the parents. So how do you see the teacher continuation in general, especially for those PTA teachers? Do you find any programs?

6. **Head Teacher** 09:10
   Teachers, we have challenges. And the challenges come as a result of the payment as you're saying. Because you see a teacher like some of them have families and somebody has come in here working like those we have now two of them have families. So somebody comes you're working at the end of the month, at least you expect something. So, maybe you may be able to pay in January pupils are reporting there may be some little payments, so at least January you can be able to pay and maybe February, then from March it becomes a problem, parents are not able to pay, so it forces the teacher to stay maybe two months, then goes away, then have another one. So, it becomes a problem if the turnover is very high.

7. **Researcher** 10:29
   When you look back in last seven years, have you had these kinds of issues related to the teacher continuation, you've had these frequent turnover?

8. **Head Teacher** 10:47
   Yeah, for the PTA ones, yes, in fact, these timings a little bit better, but in the past it was so difficult for us to look for money keep the teacher. I think this continued talking to the parents, sensitizing them is working.

9. **Researcher** 11:50
   About teachers engagement in teaching or teachers commitment in general, how do you see teachers commitment?

   Head Teacher
   the commitment now, you can say is above average, above average, because now most of the teachers like as you can see, these times we have opened these have seen a very big

change now at least teachers are very much committed to their work. They deserve it well above average, just a few still can't just concentrate. Okay.

10. **Researcher**
    Now above about student engagement in learning so it's a student's side of commitment. How do you see students committed to learning at school?

    Head Teacher 12:55
    That one is yes and no. But why am I saying yes because there are those who are committed and they are really committed, they will come to school they live in come and look for a teacher when the teacher is not in class they'll come and say teacher for this subject. Yet there are still others also who don't like school have been forced to come to school. So anytime they get an opportunity to disappear, they go disappearing for more than a week. Some will lie I'm sick this way. But also what contributes to that is this aspect of actually keeping children in school for too long. You know when you force people to repeat, repeat and repeat, the interest goes to those sides, then raises a discipline problem. Then the second deal they will develop once they disappear from school and come back, disappear and when they are in school they become in desperate, because that's now the effect of keeping them in school for too long.

11. **Researcher** 14:25
    Okay about the assignment and homework and its regular check of these assignments. How do you see the current system?

12. **Head Teacher** 14:39
    There are challenges. One is because of the books. One is because of, because you find that because of the limited number of books, maybe there's a subject that has only 10 textbooks in class. And the pupils are 30, or 40. So it means the teacher has to write the assignment on the blackboard. So you see, this is the same teacher supposed to do this for this book and everyone in that class and it is bad for the teacher. So you may find that a teacher gives only two classes. today, maybe tomorrow is when you give to the other class. And still now the pupils doing the homework. Some of these pupils have challenges at home. They leave school, maybe five in the evening, go home, they're the ones to do the housework, go fetch water, prepare vegetables cook, so the children don't do their homework. So in the morning, when you want to check, maybe a third of them have done the homework, the rest have not. Or they come very early before the teacher comes and they copy from those who have done. So you see now it loses meaning because this is not the child's work. And we have discovered others in the spirit like in the law primary. Others go to an extent of having the elder brothers and sisters do homework for them, teachers find that this is not their because handwriting, but their homework has been done in the child has got everything, but it's not.

13. **Researcher** 16:39
    About exam system, it just made me just talked about the current system of exam, right?

14. **Head Teacher** 16:48
    From one to seven mid-term and end-term in class eight, you have additional very frequent exam for the KCPE mock exams. Now the challenge in that if you look at it, you were here yesterday, it's you saw when we were cutting elections, you saw what happened because one of the requirements was that for one to be elected a member, the school board, one must have at least from for level of education. So you saw in some classes, there was nobody completed. There was nobody who ended up performing. In a few classes, there were maybe two or three. So with a low level of (parents') education, there is low level of literacy in the community. Parents don't even know even when their children have done the exam. When you ask parents to come here to check and see the

results, they don't come. When the pupils take the results home, they lie to the parents, a child will take false report home, maybe go to 200 marks when actually they not get to. And when we ask the parents if you saw the report, the parents don't often see it, so that feedback is still a problem.

15. **Researcher** 18:49
    It's more like parents side issues that is kind of making challenge for yours.

16. **Head Teacher**
    Yes. And children take advantage of that. So because now they can even lie to the parents, they took advantage of the level. Also, another big challenge, you will find that many times when we are sitting an exam, we always have our children to share (exam papers). Because when you ask parents to pay for the exam, you will find that maybe only two thirds of the parents have paid, the rest have not paid and we cannot exclude those who have not paid and say they will not get exam. So what we do, we buy exam like half of the class then the pupils share with two. And you see that sharing it cannot give you a very true picture, as they can copy answers.

17. **Researcher**
    I see now about the school management system, I just saw the parents meeting yesterday, how do you see the school management system, how does it work here?

18. **Head Teacher** 21:23
    We have challenges, it's not easy, because now the government funding because maybe most of what we depend on is from the government and the government brings with notice on how the money is supposed to be spent. The government brings the money based on the number of pupils not on the needs. So, that becomes a problem. But many times before we make a decision, we always call the parents, we talk to them, we tell them this is what we have decided. So you'll see some things take too long. Like right now, if we can decide that we are going to take the money for say electricity, water and lighting water electricity that way. And then we take the other money, we add it together we put on this repair, then we repair the classroom. Now you see it will take another maybe three years again, when we are now dealing with other things until when we reach that time becomes a problem.

19. **Researcher** 27:21
    About the leadership role of yourself as the head teacher. Do you find any challenges in exercising your leadership?

20. **Head Teacher** 27:44
    first of all is the community, the community itself, the community, they put a lot of pressure on the head teacher. As I've given you an example, when they get these children from other schools, they bring them here. They demand that you admit their children, because this is our school. That's what we talk about this is our school. Another thing, another challenge is also the number of teachers, you know, among the teachers, if we say we have eight, I'm also included in those. And you see many times maybe for meetings, like right now I'm not planning to have, I'm just being called. So my lessons tend to suffer. When I'm doing office work, like admission of class one or registration of class eight for KCPE. So most of the time you are busy, you're busy. So my lessons will tend to stop after. Because apart from the administration part, I have to be the teacher is. Then another thing is when the parents fail to pay exam fees, they hate to tell us. So it's up to me to find a way to ensure that exams take place whether parents have paid or not. Then other issues are issues of discipline, issues of discipline. You know, the policy does not allow us to expel pupils from school. We cannot expel a child, only the permanent secretary who can do that. So when children are involved in serious discipline problems,

you see parents take advantage of that. They know that you cannot expel their children from school. So they really don't help you to solve the discipline problems. And the influence of the parents you see like during the election yesterday, when they were nominating the class representatives, we saw a situation, whereby parents are not informed, and then they are not electing somebody who can bring their academic performance up.

21. **Researcher** 31:52
OK, now about support for weak students, do you have a system or follow-up practice for the weak students? Or is it to match your demand for teacher to do that?

22. **Head Teacher** 33:27
that is where the problem about lack of teachers goes, we do find that there are so many weak learners, that individualized kind of assistance, the teachers are trying, but they're not doing it as much as to that level that is expected. They're not doing it to that level that is expected. Because you see, maybe a teacher can only spare 20 minutes, maybe in a day talk to two pupils that 20 minutes is not enough, because my child is very weak. This child needs to do a lot of practice a lot of practice. And the teacher may not have time to do that. But if we had more teachers, you know, it'll be very positive. I know in some schools, you had 65 in class 4. In class five, you have 45, now you have to account for these 20 Where do they go? Because 20 transfers are normal, but 20 children cannot leave one class. Then when you move to class six, you move up to eight, they have 25 remainder. They were clustering as you go along by the time this same class is reaching class eight, where did the 40 go? I wish they could be following that, then they can be able to establish which schools are performing, because you cannot just take it because our school has registered 25 pupils they have got 300 marks, then where did this poor 45 students sent away? They have gone to another school, then you say these other school has not performed? It is a very unfair way of ranking schools. So this kind of unfair competition, teachers want to say that they have done very well. We have performed, this school has performed very well. So that kind of competition is now making children to suffer. The issue of competition is bringing this problem because now, when a school performs very well, with a good head teacher, the teachers are praised the head teacher is praised, and those who are not performed we really be demoralized, told all sorts of bad things. So now this brings this bad habit. Low-performing students will be forced to repeat or they have been sent away from because they are poor performers. That is killing our community and that is the problem we are now having. Because when a child stays in school for four or five years, in that in two classes of the same class, that child will drop out that is what is bringing a problem. These people do not want to look at other things critically. We had 38 pupils this year we have 45 now, our numbers keep increasing every year there's no time our numbers have gone down. And you see what happens is that we are taking pupils from others those who have been expelled from school because of performance mainly because of performance. They want to force them to repeat and then the child has decided that instead of repeating I'll leave school. So here we are helping them let them do the exam because actually there is no way you will expect to have all bright pupils in a class.

23. **Researcher**
I think that's it. So thank you very much for your time and all the information.

Interview number 8: Public primary school B teacher A

Date	January 31st, 2019	Place	Public primary school B classroom
Participants	Researcher (interviewer) Teacher A (TSC teacher, Male, 50s)		

1. **Researcher** 00:12
   Thank you very much for your time. As I told you before, I'm looking at some aspects of schools, and I'd like to ask some aspects of schooling and how do you see about these aspects. Okay. In general, how do you see the performance academic performance of this school?

2. **Teacher A** 02:19
   It's not that well, good. The children, some, some are average. Others are not that good. I think the problem we are having here is most of our children don't understand English. As exams are set in English. So when you teach them and to explain to them in Swahili, they understand better. So you know, when we are administrating exams, exams are set in English and we don't read out to explain to them. So we normally just give them the exam, they read. And then they do that exam. And that's why the performance will always likely to be low. It's a main challenge.

3. **Researcher** 03:18
   In order to improve the academic performance, what do you think can be done?

4. **Teacher A** 03:26
   Need to actually stress on language policy that should build this. Children should be speaking English in school. It's not like you know, most of them speak.

5. **Researcher** 03:54
   Okay, do you have anything else that we can do to improve?

6. **Teacher A** 03:59
   we can also involve the parents. The parents should also cooperate with the teachers. You know, most of our parents, when we call them to come to school, we discuss with them about the performance of the children in the school, most of them don't come. So it's like we don't have that cooperation between the teacher and the parent. The parent should cooperate with the teacher. Also we need to expose our children to more exams. I believe that will enable them to do well in the exams.

7. **Researcher** 05:01
   Okay, now, I like to ask you different aspects of schooling one by one, and ask you your opinion. For example, first one is about financial and non financial support from parents. How do you see their support?

8. **Teacher A** 05:45
   I feel it's difficult. Because most of the time, when we ask the children to go home, you know, we need to administer exams, and exams must be bought. So that is a must contribution by paying a certain amount of money to buy the exams. So you'll find that most of our parents don't pay that money. So sometimes it was the head teacher to use his own money to buy the exams. And that's really saying they're not supportive when it comes to payment, just I feel, not at all.

9. **Researcher** 06:40
   In general, how do you see the parents attitudes towards school?

10. **Teacher A** 06:53

okay, in general, you know, most of the parents here, most of them did not go to school. So they don't see that value of educating for their children. And that's where you can find them just push with the children, teachers will ask them that we are seeing that this child cannot move to the next level, simply because he or she did not understand this aspect at this particular level. So they will just come and push the children to move to the next class, when the child did not understand what was supposed to be taught in that class. Looks like they don't care, most of them don't care.

11. **Researcher** 07:37
    Okay, now about support from the government, financial and non financial support from the government. How do you see the government support to the school?

12. **Teacher A** 08:00
    The government is supporting the school normally, brings us money, we buy items in the school, the learning resources and the problem is that they will delay and bring less than needed.

13. **Researcher** 08:30
    What above the support from private donors, this means support not from parents, not from the government?

14. **Teacher A** 08:40
    I have not seen any for the last five years I've been here.

15. **Researcher** 08:50
    okay, then we can skip this one. Now, about the availability of teaching and learning materials, how do you see?

16. **Teacher A** 09:05
    Yeah, teaching and learning materials, we have been provided money this money will normally use it to buy the books. So the books are there.

17. **Researcher** 09:18
    Yeah. You mean textbook?

18. **Teacher A** 09:20
    And exercise books.

19. **Researcher** 09:35
    So, do you see any problem there?

20. **Teacher A** 09:39
    Problem there. They have stopped us from buying the textbooks. Initially, they brought the money and then we identify the areas that need textbooks, then we ordered for those books. That's it. Right now, they bring the books. That's why I will say very sadly, you will find some classes are not getting enough books as we require them to have.

21. **Researcher** 10:17
    Now about teacher qualification, how do you see the availability of trained teachers here? Do you find any problem?

22. **Teacher A** 10:36
    We don't have a good number of trained teachers. That's why we are forced to employ other teachers the PTA teachers so that they can come and assist us.

23. **Researcher** 10:50
    Do PTA teachers helping you a lot?

24. **Teacher A** 10:51
    Sure. Most of the PTA teachers, some of them are trained. In fact, all of them are trained, but they are they have not been employed by the government.

25. **Researcher** 11:28
    About the teacher compensation means salary. I think TSC teachers are paid by the government and PTA teachers are paid by the parent contribution. So how do you see the way the salaries are paid to teachers?

26. **Teacher A** 11:48
    You know, we've been having up to having a tug of war between teachers and the government. That's why we've been having perennial strikes simply because teachers want the government to relate to them very well. But they have tried, they can say they have tried right now. When it comes to parents, we normally ask them to bring money so that we can pay the PTA teachers. But the response has not been that good.

27. **Researcher** 12:40
    And are there any delays?

28. **Teacher A** 12:57
    Well, there's not really.

29. **Researcher** 13:04
    okay, now about the class size, which means pupil teacher ratio. How do you see the pupil teacher ratio here?

30. **Teacher A** 13:17
    these qualities okay. Because you will find that a class has got it pupils. We have other classes that have 40 pupils, the largest class has got 40 some, which I think is not that bad.

31. **Researcher** 13:40
    Okay, now about teachers attendance at school. How do you see it?

32. **Teacher A** 13:56
    They always attend school, overload cases of apprentice.

33. **Researcher** 14:15
    About teachers continuation, this means that a teacher stays here for a certain period. So in terms of continuation, like the teachers continue to work here for certain period do you find any program?

34. **Teacher A** 15:16
    For sure our PTA teachers, because parents pay, you know, somebody will be here for a whole year. But the payments are not made for this, this teacher face problems. So that is a problem on our side. If parents had given enough funds , then we would have kept all these teachers here. So you'll find them most of them just moving to other schools looking for greener pastures.

35. **Researcher** 16:02
    Okay, now about the teachers engagement in teaching, how do you see the way teachers are committed to their work?

36. **Teacher A** 16:20
teachers, we don't force them to go and attend their shows but you will always see them moving from one class to another class. They are completing to the hour

37. **Researcher** 16:44
now about the student attendance, how do you see it?

38. **Teacher A** 17:01
There's no problem. Maybe just a few cases, whereby you will find that child has not come to school, some of them will say that they are going to school and they don't come. Maybe one or two cases. But a good number normally attends.

39. **Researcher** 17:27
Okay. Now about the student continuation, this means students continue to stay in this school, they promote to the next grade in the next year. How do you see the current situation here?

40. **Teacher A** 18:22
For the last five years I've been here, you know, parents always bring their children to the school, especially in class 123. But the moment they feel that their child can read, their child can do ABCD, they transfer that child to other school and we always receive children from other schools, maybe they were forced to repeat in that school. And the moment they come here, they improve their performance, you will find them being taken back to the school they used to be so that is a challenge to us.

41. **Researcher** 19:22
So you have some students coming into this school, but at the same time you have some students dropping out?

42. **Teacher A** 19:29
In class eight, we have received around two, or three, from other schools. At the same time, we've had our best students from class seven and eight, they have been taken to other schools. You know, after doing the exam, we find that our student who was position one in class, but come to the full (end of the) year, that student is not there. So the parent has decided to take the student to the other school. You know, the neighboring schools will always take the best. That's why if you go to a school like performing school, if you look at the number of pupils in the class seven, six, five downwards, you'll find that the population is too high. But the moment they reach to class eight, the number drops. So they will always take the best, the remaining ones are sent to our school. And when they come here, we just register them.

43. **Researcher** 22:54
So different schools has different admission policy. Yes. And the admission policy here is welcomes any students?

44. **Teacher A** 23:05
we just well, we don't sell these children. Welcome to school. It's because there is kind of competition. So there is this thing called ranking. So you will find when they want to be at the top when we ran the schools. But, you know, by so doing, they get away with these children who lower their mean scores. So when these children come to our school, sometimes we take them to class six, as we take them to class seven. But you know, when it comes to promotion, we just promote all of them. They were not performing very well, but you just have to teach them. That's where you will find most of our results. And that's good compared to the schools because we normally take their children.

45. **Researcher** 24:13
I see. Okay, about the students engagement in learning, how do you see students commitment to study?

46. **Teacher A** 24:34
at school, they are committed. The only problem we have I think parents are not helping us because they think teachers will teach the children and they have no role at home. We always give students some homework. But you will find some of them come in and they have not done that homework. You will find that out the parents don't take time. They don't sit down with their children actually to see what they are learning in school. So children only learn at school. But at home parents don't care what you see that will not help the children.

47. **Researcher** 25:27
Okay, now about the assignment and homework, and check of the assignment, how do you see the current system that you have here?

48. **Teacher A** 26:11
the challenge is that our parents don't look at their children well, that is the main challenge. So, you will find that a child will go home will do the assignment, but the parent will not look at it. And sometimes because these children some of them are cheeky, they will go home, do not do that assignment, then run to school very early in the morning and just come and write whatever with even not looking at the equations you have asked them yesterday. So that even if the teacher will come and check their assignment, they will show the teacher that I tried to do this assignment, but you know, he will just doing it in that manner. Not serious with the assignment.

49. **Researcher** 28:06
Okay, now about the exam system here, how often do you have exams?

50. **Teacher A** 28:19
we have got what we call the midterm exams, and then the end of term exams. There are no problems.

51. **Researcher** 29:17
Now about the school management system. how do you see the school management system? Do you find any programs?

52. **Teacher A** 30:05
Because whenever we have a problem, we always call the parents whenever we have the funds, we always call the parents we sit down tell them that this is what we have received. This is how we plan to use.

53. **Researcher** 30:31
Okay, now above the leadership role, how do you see in general the head teacher's leadership?

54. **Teacher A** 31:04
to me, I don't see any problem. Just okay.

55. **Researcher** 31:13
Okay. Finally, how do parents decide which school to send their children? Because we have many, many schools around here.

56. **Teacher A** 31:37
    You know, most of the parents here are very poor. So they always take their children to a school where they're not going to use a lot of money. This way, most of them bring their children here.

57. **Researcher** 31:56
    anything else?

58. **Teacher A** 31:59
    I think that is all.

59. **Researcher** 32:05
    Okay, I think that's it. Thank you very much for your time and comments. Thank you.

Interview number 9: Public primary school B teacher B

Date	February 1st, 2019	Place	Public primary school B teachers' office
Participants	Researcher (interviewer) Teacher B (TSC teacher, Female, 50s)		

1. **Researcher** 02:39
   Okay. In general, from your point of view, how do you see the academic performance of this school?

2. **Teacher B** 02:53
   Actually, I can say that it is not good. I can say it is below average, it is below average.

3. **Researcher** 03:05
   And what do you think are the reasons for this?

4. **Teacher B** 03:09
   Now, in this school, we have a lot of challenges. Firstly, the community at large the community. And that is the first problem that we have. But that the parents, the community here is not responsive to education. Even if you want to tell a child to study very hard to be like somebody in the community, whom are you going to tell you, they're not people whom you can move, who can act as role models in this community. See these communities as if it was left behind. Before the school started, it was left behind. So there are no role models. And again, if you want to instill something in these pupils, the first people to complain about their parents. That is a major problem that we have here. Lack of community

5. **Researcher** 04:09
   in order to improve the performance, what do you think can be done?

6. **Teacher B** 04:17
   First of all, that I'm still crying on the community, the community has to be sensitized on the importance of education. Now, it's only that you haven't been coming to school at around seven. If you came to school at around seven, you could have seen a class eight coming to school at 7:20. The teacher has already taught maybe a whole lesson, that is when the person is coming to school. So if the community is not sensitized on the importance of education, we are not going anywhere. They have to be sensitized. They have to be told and encouraged, you know, most of them are poor. So maybe parents tell the children that even if you do well in the exam in your class, you're not going to any secondary school, you just sit with us here. So they let the learners relax. They say, my father said that I'm going nowhere. Why am I supposed to work hard? Let me just relax. So our community has to be sensitized. Yeah, that is a major problem that we have.

7. **Researcher** 05:28
   Okay, are there any points inside school that we can improve? What do you think?

8. **Teacher B** 05:40
   The major thing again is our language, you know, I'm not from this community. I'm just married. So if only we can improve on the language, so that we don't read like children, pupil speaking in their mother tongue, at least we can perform because most of these subjects are in English, apart from the Swahili so if we can make sure that these learners do something in English, we can really go far. I cannot talk about books because we have enough but the learners cannot read why they don't even understand what they read.

9. **Researcher** 06:26

Okay, now I'd like to ask you some aspects of the school and I'd like to know your opinion. First one is about the financial and non financial support from parents. So how do you see the support from parents?

10. **Teacher B** 07:11
    Very poor even just the food that their children are supposed to eat. You normally see me taking the maize and beans for these children. Even the children bringing in the food that they are supposed to is a problem. When it comes to exam, some small money that is supposed to buy an exam is a problem.

11. **Researcher** 08:04
    Now about the support from the government, how do you see it?

12. **Teacher B** 08:20
    The support from government is good because at least they give us books, there is money to pay the workers (teachers) with support from government. Because we get exercise books, we get textbooks, the cook is paid, it is okay.

13. **Researcher** 08:39
    Okay. now above the teaching and learning materials, how do you see the availability of teaching and learning materials?

14. **Teacher B** 08:56
    Now children's learning materials, there are very few. So most of the times, when we are supposed to make the learning materials. So the learning materials, the ones that are bought, there are few, but most of them we are supposed to make. So it is a very big problem.

15. **Researcher** 09:52
    In general, how do you see the availability?

16. **Teacher B** 10:10
    It is not okay. But it is average. It is average. There are some subjects like science, get some around.

17. **Researcher** 10:19
    Okay. Now about the teacher qualification at the school, how do you see the training that teachers have been received so far or the qualification?

18. **Teacher B** 10:37
    I don't see a problem with training. What actually if I was given a chance, I could say that induction of teachers should be done at least regularly, just induction that workshop should be done. Because there are some things that you are taught in TTC that will not apply or there are new things that have come. So you have to be inducted. So apart from going to TTC they are supposed to be induction regular induction.

19. **Researcher** 11:37
    Okay, about the teachers compensation, which means salary or allowance to the teachers. How do you see the way payment has been done so far? Are there any delays?

20. **Teacher B** 12:29
    Before the end of the month your money is in the account, it is not enough but you cannot complain.

21. **Researcher** 12:49

What about the PTA teachers? How do you see the payments to them?

22. **Teacher B** 12:53
That is what the problem is, especially here. Community know it's supposed to come from the parents. So if the parents cannot even pay their children's lunch that they eat, they cannot pay for the teachers, that is where the problem is, but I know that the head teacher tries even pay with his pocket. It is a problem.

23. **Researcher** 13:23
Okay. Now about the class size at the schools, which means teacher pupil ratio, how do you see?

24. **Teacher B** 13:45
I think it is good. Bearing in mind that this is a school that doesn't perform well, it is not good. Even though the government says that it's supposed to be one (teacher) to 40 (pupils), but it is not good, the ratio is not good. More teachers need to be there.

25. **Researcher** 14:30
Now about the teachers attendance at the school, do you find any problem?

26. **Teacher B** 14:39
Teachers come to school, we don't have a problem. Okay. Teachers are absent when probably their child is sick.

27. **Researcher** 14:56
Okay, About the teacher continuation, how do you see the situation here?

28. **Teacher B** 15:49
For the most of these PTA teachers, they only leave here when they are employed. We TTC teachers, they normally stay here.

29. **Researcher** 16:50
Okay, now about teachers engagement in teaching, or in general teachers commitment, how do you see the situation?

30. **Teacher B** 17:08
Teachers are committed. But even as much as you are committed, don't take me wrong. As much as you're competing, committed, you can have an imitation, you know, you can be committed, but you see the parents not actually responding. Teachers are committed, yes. But now, for example, if we don't have anything to cook here, interview 8: 34children then have to be sent home, the children will go home, the teachers will stay without the children to teach. So you see, teachers are committed because they come here to school every day. Literally, someone has a genuine reason. They always come here to teach. So teachers are committed.

31. **Researcher** 18:02
Okay, now about the students, how do you see the students attendance?

32. **Teacher B** 18:07
About the upper payment, I talk about class seven and eight, now those ones, at least you can, you can, most of the time, they're in school. Why? Because we have food. But the others, you will find that someone can to be absent for a week. Maybe there's no food. And then others are also the parents. Maybe the parent has left the home leaving the care of those small children. So the child has to stay home. There's a need for sensitization of the importance of education here. It's just has to happen. And then if we had the feeding

programs, from class one, to class seven and eight, this feeding program, plus one to six, these children could be staying here. Because most of them they go even when you see them going for lunch, they don't eat anything. They just go take water during lunch break. Most of them come to school in the morning without taking anything just hungry, and that child cannot concentrate. So those are some of the challenges that we have here feeding because of the community.

33. **Researcher** 20:24
About the students continuation, which means students continue to promote next grade, preferably no dropout, or maybe no repeating. How do you see the situation?

34. **Teacher B** 20:55
Now, in school, a pupil is not forced to repeat, you repeat when you want to. Suppose you come and tell me that I cannot be I cannot be able to go on with class eight things or class seven, I'm still weak. Let me repeat by myself. They decide on themselves. But any child who wants to go to the next class is allowed. It is 100% transition. They just are now to move to the next class. Yeah. But if she or he comes and says that I want to repeat or the parents come they agree, they can repeat. Normally we don't have dropouts.

35. **Researcher** 24:35
About the students commitment in learning, how do you see their commitment at school?

36. **Teacher B** 24:45
Talked about all of them. But there are those who know the importance of education they understand. But as I said, the parents tell them that where you going to. They don't take any seriousness in their education. Because after all, they've been told that by the parents, they're going nowhere. So some are committed, in fact, some work very hard. But others are just there to pass the year and get their examination results. And yes, but others are really committed.

37. **Researcher** 25:24
I see, now about the assignment, or the homework and regular check system, how do you see?

38. **Teacher B** 25:45
Now assignments, a challenge here again. Because you know, class seven and eight, you need a lot of exercises. But now you find that you give them, they will do, but they have to take those books to their classroom (for another subject), they use them and then you take them back. So the period for checking assignment is never enough. The time actually is not enough. But we try to give them so that at least we occupy them, but time is never enough.

39. **Researcher** 26:46
Then about the exam system here, I think you have mid-term exam and end-term exam. And then for class eight, you have additional ones as well. How do you see these exam frequency? How do you see this exam feedback system?

40. **Teacher B** 27:25
You know, it is only through exams that you can know how these pupils perform. So in this school, I can even say that that class eight exams, they should be given the exams regularly, they should get used to answering the questions you revise, which should be done regularly. Class seven also should be given regularly. But I feel it is not enough.

41. **Researcher** 28:20

Now about the school management system, which could include very general issues, but for example, parents involvement in management, or the frequent meeting of management committee, etc, how do you see the school management in general?

42. **Teacher B** 28:59
    They should be meeting regularly. They should be meeting regularly.

43. **Researcher** 29:40
    Okay, now about the leadership role of head teacher. How do you see the wat head teacher is managing school?

44. **Teacher B** 30:08
    It's okay. Because I haven't heard people complaining, parents complaining, even though there are some places that they have to complain. But if you talk in terms of teachers, I don't see a problem with this leadership.

45. **Researcher** 30:28
    Okay, so I think that's all for the school aspects. And this is my final question, how do parents decide which school to send their children? What are the components they consider when deciding which school to send their children?

46. **Teacher B** 31:34
    It is financial, financial stability, we decide which school to take the take the pupils. And then to, they look at the performance. That is the parents should look at performance are the parents who knew the importance of education. And then the third one, they, especially these young ones, they look at the closeness of the school. Yeah, so they actually look at those three things. For this school, some of the pupils are sent from other schools. Young ones, it's because of the closeness to their homes, but these big ones, some are from the other schools, maybe because of performance or they've done something wrong.

47. **Researcher** 34:02
    Okay, that was very much informative. And thank you very much for your time and all the information. I really appreciate it. Thank you very much.

Interview number 10: Public primary school B parent A

Date	January 31st, 2019	Place	Public primary school B teachers' office
Participants	Researcher (interviewer) Parent E (Female, 40s)		

1. **Researcher** 00:52
   First question is, how do you see the academic performance of this school?

2. **Parent A** 01:01
   good. Performance is good.

3. **Researcher** 01:22
   What do you think are the reasons why this school has a good performance?

4. **Parent A** 01:32
   The teachers are giving the children exercise, and they do well. Also, they teach well.

5. **Researcher** 01:54
   Okay, in order to improve their academic performance, what do you think we need to do?

6. **Parent A** 02:08
   We need to have more teachers, need to have more children. We need some more textbooks. So children's can do well.

7. **Researcher** 02:45
   Now, I would like ask you about the schooling aspects, some aspects of school, and I would like to ask you your opinion. For example, first one is about financial and non financial support from parents. How do you see the parents support to school? parents are supporting food, school fees, yes. How much is the fee you pay?

8. **Parent A** 03:59
   As my child in class five, 1500, class seven, I pay 1710 for a year. Food, I think last seven I bring four tins of maize and three tins of beans for one term.

9. **Researcher** 04:42
   Okay. Now about the support from the government. How do you see the support from the government?

10. **Parent A** 05:02
    this government they're not supporting us well, because they are bringing exercise books that are small number, not many, even textbooks and the storybooks. See. We don't know what's wrong with them. They give us small not many.

11. **Researcher** 05:36
    Then about the support from private donors, this means someone who support school apart from parents and government, do you have anyone supporting the school?

12. **Parent A**
    No

13. **Researcher**
    Okay. Then let's move on to teaching and learning materials. So how do you see the availability of teaching and learning materials?

14. **Parent A** 05:59
    Problem is there. Teaching materials that are not many, even the learning materials. It's not good.

15. **Researcher** 06:43
    Okay, then about the teacher qualification, so let's talk about teacher qualification. Do you see any problem in the way teachers are trained?

16. **Parent A** 07:02
    There are teachers who are not trained, so we need teachers to be well trained, so that our children perform well.

17. **Researcher** 07:28
    Now about the teachers compensation or salary, how do you see their compensation? Do you find any problem?

18. **Parent A** 08:00
    PTA teacher, they're not getting salary well. Because many parents did not bring their fee very well. Yes, others they are not getting the money to bring to school so that the this our PTA teacher, they can make money, they don't have that money. Our head teacher started looking here and there to give them (supplement the salary gap), yes.

19. **Researcher** 08:43
    About the class size, this means the number of students in one class that one teacher has to teach, how do you see the teacher pupil ratio?

20. **Parent A** 09:11
    this class size is well. It's well because this school we have classes with the children that not many. I know in class seven, there are 45 children, yes.

21. **Researcher** 09:45
    Now about the teachers attendance. How do you see the way teacher attends the school?

22. **Parent A** 09:53
    There is not any problem.

23. **Researcher** 10:22
    Okay, now about teachers continuation. This means the teachers stay in the school for some years, maybe three years, four years, five years to teach students. How do you see this point of the teachers continuation?

24. **Parent A** 11:14
    Our teachers here, they don't go, they don't give them transfer and they stary here, so it's okay.

25. **Researcher** 11:35
    Okay, now about teachers engagement in teaching. How do you see teachers commitment?

26. **Parent A** 11:50
    Their commitment are good.

27. **Researcher** 12:32
    Now, think about the student attendance. How do you see the attendance of students?

28. **Parent A** 12:40
Some students, they don't come, they make the absent two days or three days. Yes. They don't attend it very well. Yes.

29. **Researcher** 15:33
Now about the students engagement in learning. So when students come here, they engage in learning? How do you see students commitment?

30. **Parent A** 15:54
there's no any problem there.

31. **Researcher** 16:02
Okay. Now about the assignment or homework, and teachers checks it regularly, so frequent assignment of homework, and teachers check the assignment regularly, how do you see the way teachers give assignment and they check the assignments?

32. **Parent A** 16:29
No problem. The teachers give them assignment, then the children do. Yes. they bring here, the teacher check the assignment very well. Yes.

33. **Researcher** 17:03
Okay. Now about the exam system. Do you think this school has a good exam system and a feedback system?

34. **Parent A** 17:30
There is no any problem there. Teachers do their work really well.

35. **Researcher** 17:40
As a parent, do you receive some reports about your children?

36. **Parent A** 18:01
Yes. they give comments that they are learning very well time to time, Yes.

37. **Researcher** 18:26
Okay, now about the school management system. This could include, for example, parents involved in the school management, or you have a frequent meeting of the school management how do you see the school management system?

38. **Parent A** 19:31
That's good, and I don't see any problem there.

39. **Researcher** 19:43
Okay. So do you come to these kinds of school management meeting? How often do you have this meeting?

40. **Parent A** 20:05
Yes, they call a meeting every term, we can visit with the board member, I am a member of the board.

41. **Researcher** 20:37
Finally, about the leadership role of head teacher. How do you see the way the head teacher is leading the school?

42. **Parent A** 20:51
Headed teacher, not any problem He does very well.

43. **Researcher** 20:59
My final question is about, here in this area we have many schools, this school or maybe other public schools or other private schools as well. But how did you choose this school? Why did you decide to send your children to this school?

44. **Parent A** 21:35
So I knew this school is good. His management is good. Yes. That's why I bring my children

45. **Researcher** 21:46
when you say school management is good, which aspect was good for you?

46. **Parent A** 21:53
When we come here, but cannot pay school fees, you can come and tell it to the head teacher, tell him to wait and let me go and look for money to bring in. The head teacher really hears you (understands you). And this school is good because it is here for this community. We come here, our children learn here very well. So there's no problem there.

47. **Researcher** 22:29
Okay, I think that's all for now. Thank you very much.

Interview number 11: Public primary school B parent B

Date	January 31st, 2019	Place	Public primary school B teachers' office
Participants	Researcher (interviewer) Parent F (Male, 50s)		

1. **Researcher** 01:25
   Now about the academic performance of the school, how do you see the performance of this school?

2. **Parent B** 01:36
   Let me say it's medium, it's not high, it's not bad.

3. **Researcher** 01:54
   okay what do you think needs to be done to make the performance better?

4. **Parent B** 02:23
   bring more teachers, more teachers to help, we have few.

5. **Researcher** 02:40
   anything else?

6. **Parent B** 02:45
   then feeding. Another thing I think is to improve the environment. Here we don't have water and electricity. If we get those, we can help. Also, to provide a child with his textbooks and exercise books to do studies at home.

7. **Researcher** 04:44
   Okay, now I would like to ask you is about different aspects of schooling one by one. Okay, first one is about financial and non financial support from parents. How do you see that way parents support the school?

8. **Parent B** 06:06
   Problems, I see problems. You know, this is an interior school, now these parents lack money so they can't afford to do what teachers require them to do, they just try bur it's very little, but I think that if our parents can have enough finance this school can improve. So financing is the big problem of our school. Many of them are jobless.

9. **Researcher** 08:12
   Okay, now about the support from the government, how do you see the support from the government?

10. **Parent B** 08:55
    government support well, the CDF supports the school building, classrooms are build by government support. The government is supporting to buy lands so the government is supporting well.

11. **Researcher** 09:34
    okay now about the support from private donors, so support not from parents, not from the government, but someone else. Do you have anyone supporting the school apart from parents and government?

12. **Parent B** 10:01
    No.

13. **Researcher** 10:02
    Okay, now about teaching and learning materials, how do you see the availability of teaching and learning materials?

14. **Parent B** 10:33
    They are not enough. They don't have enough materials.

15. **Researcher** 11:07
    Now about the teacher qualification, trained teachers, how do you see the situation?

16. **Parent B** 11:33
    Especially those ones deal with class one class two they have a problem there. We have some teachers when students were in nursery they were very sharp but when they entered to class one, their performance becomes low, they have not educated in a good way, so for those classes, we need to improve. When we do not have good teacher, then the problem comes when these child become upper classes. so they become weak.

17. **Researcher** 13:37
    Okay. And in general, do you see any problems in the availability of trained teacher?

18. **Parent B** 13:50
    There are a few untrained teachers. Some are trained but the work is not well.

19. **Researcher** 14:17
    Now about the teachers compensation, it means teacher's salary payment or other ones payment. So how do you see the payment for teachers?

20. **Parent B**
    Of course, the parents are supporting PTA teachers, but support to those teachers of course is not well, money lacking. Financially paying very few.

21. **Researcher**
    Now about the class size, which means the number of students one teacher has to teach, how do you see the class size in this school in general? Do you find any problem?

22. **Parent B**
    For that, I don't see any problem, it's okay.

23. **Researcher**
    okay, now above the teachers attendance. So this means teacher come to school every day. How do you see teachers attendance?

24. **Parent B** 16:55
    Attendance is well, but lateness there are some who comes late. But attendance is well.

25. **Researcher** 17:05
    now about about teacher continuation, it means teachers stay in this school for a certain period, not frequently come and go, how do you see the way teacher continues to work in this school?

26. **Parent B** 18:22
    TSC teacher continuation is well, is well. But PTA teachers, some runaway, because of money (payment).

27. **Researcher** 18:59

Yes, but do you find it a problem or do you think it's fine?

28. **Parent B** 19:03
I think it's reasonable because of the payment, and they are aware (that they cannot stay in this school long). PTA teachers are trying their best to help this school but they cannot continue, they are temporal.

29. **Researcher** 20:10
Okay, now about the teachers engagement in teaching how do you see the way teachers are committed to the work at this school?

30. **Parent B** 20:23
I'm satisfied with that. Now they try to teach in a good way. We can tell when we come here as parents, we just meet with them and talk with them and the head teacher, and we are satisfied that they are doing a good job. Because this school is around here in our community, we, parents are around. Parents come and look what is going on and then they go back home.

31. **Researcher** 22:08
About the student attendance, this means, all students come to school every day, how do you see the attendance of the students?

32. **Parent B** 22:30
There are some days when some students are running away, but the community is aware, when they run away, the community is taking care very fast to look to where the student has gone, why he leaves the school, what the problem is, and those problems, we must work with it as a community, then they are coming (back to school).

33. **Researcher** 23:54
Okay, now about student continuation. This means student stay in this school and get promoted to the next grade. That means there's no repeating or no dropping out from school or no transfer to other schools. How do you see the continuation status?

34. **Parent B** 24:41
There are some, there are some students running away going to another school. Also, we have repeaters, there are some repeat the class. But I am satisfied, there are some repeaters when they do the examinations and his performance is very low, it means he has to repeat the class.

35. **Researcher** 25:47
Now about the students engagement in learning, meaning students' commitment to study at school, do you see the students here are committed in studying at this school?

36. **Parent B** 26:10
There are some students not busy studying, they are not forced to study well. There are some students who are ignored by the teachers, they are not forced to study. Some teachers are not having a good example practice to help the children learning.

37. **Researcher** 28:26
Now about the assignment of homework at this school, and regular check of the homework as well, how do you see the way homework works here?

38. **Parent B** 29:04

Some teachers work well. You can see a child when they arrived at home is busy to do the assignment. But other teachers they just leave it, they don't give assignments to children. But some are doing. So it's not very bad, but it's not very good.

39. **Researcher** 29:51
Okay, now about the exam system here, do you think the school has a frequent exam and a good feedback system?

40. **Parent B** 30:35
That's well, that's okay. Class 8, we see by mocks, when they do mocks they just do one after another, every one week or two weeks, exam again. So they are trying well.

41. **Researcher** 31:06
okay. Now, about the school management system at this school, for example, parents are involved in school management, you have frequent meeting, school management is reflecting the school's needs, etc, how do you see the school management in general?

42. **Parent B** 33:01
school management they are doing well but there are some parents who are not attending the meetings. And the chairman is not calling the meetings well, fails to inform parents what is going on, not telling the parents when they have funds, we want to do this and do this and to do this. So some parents do not know, they can't know, what is going on.

43. **Researcher** 34:00
Okay, now above the leadership role of head teacher how do you see the way head teacher is leading the school?

44. **Parent B** 34:55
Head teacher, when he came here the exam performance was very low, but now is becoming higher. He is very well aware and he knows the financial problems of our parents, he knows the financial situation we are in.

45. **Researcher** 36:25
Okay, now the last question. You have many schools around this area, we have other public schools, we have private schools as well. But why did you choose to bring your child to this school?

46. **Parent B** 36:45
Here is near from home. So, pupils are now coming from around, we cannot take pupils far. We think that here, this is our community school, so we must improve our school. We started the school as a community school. Our children were going too far (to attend a school). So we think that we must have a school here to help children.

47. **Researcher** 37:43
I see. I think that's all for now. Thank you very much for your time.

Appendix 7 Case 2 public primary school B field notes

# and contents	Date/Methods 1: observation 2: informal interview 3: document review
1. Class 3 Kiswahili 32 students, 32 textbooks, 32 exercise books, 13 desks, 2-3 in 1 desk	6-Jul-2018/1
2. Class 3 English 30 students, 29 textbooks, 30 exercise books, 11 desks, 2-3 in 1 desk	6-Jul-2018/1
3. HT: 7th year at this school, first KCPE taken in 2013, when he came first time in 2011, the school had only up to class 6	6-Jul-2018/2
4. Class 1 & 2 no class after lunch, did not come back after lunch break	6-Jul-2018/1
5. Students go for fetching water, help cooking	6-Jul-2018/1
6. HT: most of the parents in this area are not educated -> no job -> little support to school; not educated -> do not value education -> bad attitude (not cooperative)	6-Jul-2018/2
7. HT: some students do not take lunch at home though they leave school during the lunch break, and some have no break fast -> difficulties in keeping students' concentration	6-Jul-2018/2
8. HT: Class 7&8 take lunch at school, teachers told students to bring food on Monday. Students are sent back home on Friday as there is no food stored at all, then some brough maize and beans. Delay in bringing food really affects us. Suffer in seasons without harvest.	6-Jul-2018/1&2
9. HT: School land was bought by County government, before that was unregistered school (harambee school)	6-Jul-2018/2
10. HT: Originally school had 4 classrooms in 2011, then staff room and 6 classrooms have been built by CDF	6-Jul-2018/2

11. HT: Planning to buy land and expand the compound but no funds available, asked MP's office for support but taking time	6-Jul-2018/2
12. Cleaning from 15:10-16:10 class 3&4 left school at 16:30; class 5-8 left at 17:00	6-Jul-2018/1
13. HT: young children need to be forced to come to school, some parents are not interested in education. Sometimes father takes alcohol from the morning and mother works at someone's farm to get 200 Ksh. But the money is used for food for family. Difficult to receive financial support.	6-Jul-2018/2
14. HT: when children do not come to school and stay at home, ask local chief or assistant chief to go to the student's home and talk to parents	6-Jul-2018/2
15. HT: Most of the higher class students are not originally from this school, they are transferred from neighbouring pubic schools (including public school A). When students' performance is bad children become reluctant to go to school (lowers position in the class all the time). When parents are asked to repeat or quit, they tend to choose school transfer. We have a policy to admit students regardless of their background. When we look at KCPE result, it is not as high as neighbouring schools, but if we don't admit these students, they could stay home all day, do early marriage, become a robber.	6-Jul-2018/2
16. HT: This area had been dark area for long time. It had not served by neighbouring public schools as the area is located in the middle of neighbouring schools and far from them.	6-Jul-2018/2
17. HT: Student A has a development problem, parents are not cooperative, some teachers pay exam fees. Without lunch programme, she would not come to school.	6-Jul-2018/2
18. HT: student B has been abused at home, insulted by parents and they put too much burden on her. She could perform higher if there were not these issues.	6-Jul-2018/2

19. HM told class 8 to score +5 in each subject in the next mock test next week, award to be presented if total marks are 50 or more higher than previous mock.	6-Jul-2018/1
20. Saturday class: 8:20 1 teacher, 9:00 2 teachers, 9:30 HT	7-Jul-2018/1
21. Saturday class: class 6 (32 students), 7(38 students) and 8 (27 students) only; self-study till teacher arrives, students prepare breakfast for teachers	7-Jul-2018/1
22. Class 7 English 38 students, 11 review books (2-6 students share 1 book)	7-Jul-2018/1
23. HT: When parents' meeting is called, most of the participants are mothers as fathers are busy with work, drunken, not interested in education, etc	7-Jul-2018/2
24. HT: School area used to be know as insecure area with thieves and drunken people, though it has been changing in the last 10 years	7-Jul-2018/2
25. HT: One of the female students had not been to school since April for about 2 months since she had been forced to stay at home and work as house maid and babysitter	7-Jul-2018/2
26. A female student has not been to school this week, the HT called some of the students who live closed to her home and asked where she is, is she is fine, tell her to come to school	7-Jul-2018/1
27. 3 teachers discuss and improvise class schedule (who to teach which subject at which class)	7-Jul-2018/1
28. Class 7&8 are sent home for lunch at 13:00, around 10 students stayed at school (without lunch)	7-Jul-2018/1
29. Class 6 left school at 13:30, Class 7&8 left school at 15:00	7-Jul-2018/1
30. Monday morning assembly from 8:10: school Chaplin's talk, citation from Bible, Christian songs, discipline issues: shave hair, wash uniform; Remind parents to bring fees and food which was due by the end of last month.	9-Jul-2018/1
31. Teacher: students help cooking as chef is absent today, it should not be the case as it disturbs study	9-Jul-2018/2

32. Class 1-3 left school at 15:10; Class 4,5,6 class from 16:00-; class 7&8 self study with exam from 16:00-; Class 4-8 left at 17:00	9-Jul-2018/1
33. Morning prep at Class 5,7,8 with teachers, class 2&6 self-study, class 1,3,4 no prep	10-Jul-2018/1
34. Class 1 English 32 students, 29 textbooks	10-Jul-2018/1
35. Class 2 English 27 students, 27 textbooks	10-Jul-2018/1
36. Class 3 English 26 students, 26 textbooks	10-Jul-2018/1
37. Class 5 Kiswahili 25 students, 11 textbooks	10-Jul-2018/1
38. Class 6 Kiswahili 19 students, 10 textbooks	10-Jul-2018/1
39. Class 7 English 43 students, 11 textbooks	10-Jul-2018/1
40. Class 7&8 go out and play during break time (<-> stay at class and study at public primary school A)	10-Jul-2018/1
41. HT: KCPE results were not as good as expected	11-Jan-2019/1
42. Exam fee collection 50Ksh per pupil/ not all of them pay so buy one exam for two students to share	28-Jan-2019/1&2
43. cleaning before 8:00; students go and fetch water; A student go and buy breakfast for teachers	28-Jan-2019/1
44. Monday morning assembly: 8:00-8:45 flag -> Christian songs -> school Chaplin's speech -> discipline issues: treat textbooks and exercise books carefully	28-Jan-2019/1
45. Monday morning assembly: 9 teachers and HM; 2 teachers joined later	28-Jan-2019/1
46. A new teacher joined the school; he used to work as a BOM teacher at public school for 10 years before employed by the TSC and allocated to this school	28-Jan-2019/2
47. Staff meeting 8:50-9:15: HM shares observations from his visit to other schools (despite shortage of textbooks, high performance can be achieved)	28-Jan-2019/1
48. Staff meeting: HM: keep classroom clean; prepare lesson plans and7: share with the senior teacher; ensure reporting time; fill in student registry regularly at classroom, not in the staffroom; record teachers' attendance in the attendance	28-Jan-2019/1

book; engage in teaching, stay in classroom and do not spend too much time in staff room unless you have to, otherwise you are at school but technically you are absent; mark assignment regularly at the entrance of classroom so that you can see your class	
49. Class 1 English 32 students, 32 textbooks, 9 desks (3-4), 1 textbook for teacher	28-Jan-2019/1
50. Class 2 English 30 students, 30 textbooks, 30 exercise books, 9 desks (3-4), 1 textbook for teacher	28-Jan-2019/1
51. Class 3 Kiswahili 28 students, 28 textbooks, 28 exercise books, 11 desks (2-3), 1 textbook for teacher	28-Jan-2019/1
52. Class 4 English 35 students, 0 textbook, 35 exercise books, 11 desks (3-4), 1 textbook for teacher	28-Jan-2019/1
53. Class 5 Math 27 students, 1 textbook, 27 exercise books, 10 desks (2-3), 1 textbook for teacher	28-Jan-2019/1
54. Class 6 Social study 25 students, 0 textbook, 25 exercise books, 11 desks (2-3), 1 textbook for teacher	28-Jan-2019/1
55. Class 7 English 47 students, 24 textbooks, 19 desks (2-3), 1 textbook for teacher	28-Jan-2019/1
56. Class 8 Math 38 students, 19 textbooks, 38 exercise books, 19 desks (1-2), 1 textbook for teacher	28-Jan-2019/1
57. In 2 classes between 11:30-12:40, teaching done only one class and the other without teacher or self-study with teacher for all classes	28-Jan-2019/1
58. After lunch break, self study in class 1-3 then left school at 15:10	28-Jan-2019/1
59. Delay in the start of evening class (15 minutes behind schedule) in class 4-8, half of them with teachers, the other self-study	28-Jan-2019/1
60. Class 4-6 left school at 17:20; class 7&8 left school at 17:45	28-Jan-2019/1
61. Morning prep in class 4-8 with teacher; class 1-3 no teacher during morning prep	29-Jan-2019/1
62. After lunch break, no teaching in class 5&6	29-Jan-2019/1

63. Class 3 Hygiene 30 students, 0 textbook, 30 exercise books, 11 desks (2-3), 1 textbook for teacher	29-Jan-2019/1
64. Class 4 Math 36 students, 0 textbook, 36 exercise books, 11 desks (3-4), 1 textbook for teacher	29-Jan-2019/1/1
65. Class 5 Math 29 students, 0 textbook, 29 exercise books, 10 desks (2-3), 1 textbook for teacher	29-Jan-2019/1
66. Class 6 English 30 students, 4 textbooks, 30 exercise books, 12 desks (2-3), 1 textbook for teacher	29-Jan-2019/1
67. Class 7 Math 45 students, 18 textbooks, 45 exercise books, 19 desks (2-3), 1 textbook for teacher	29-Jan-2019/1
68. Morning prep at 5, 6, 8	30-Jan-2019/1
69. Class 5 English 28 students, 4 textbooks, 28 exercise books, 10 desks (2-3), 1 textbook for teacher	30-Jan-2019/1
70. Class 8 KCPE practice: 1 textbook for 38 students, a student writes down reading passage on blackboard and other students copy to their exercise books	30-Jan-2019/1
71. Teacher: (Challenge) Class 1-3 English, Kiswahili and math textbooks are enough for all students but only few for other subjects	30-Jan-2019/1&2
72. Teacher: While almost all class 1 join straight from ECD, from class 2 onwards there are students from neighbour schools	30-Jan-2019/2
73. school was a community school 2005-2007, then became registered public school in 2008	30-Jan-2019/3
74. Frequent delays in the start of classes <- students come late after lunch break, go to fetching water, go to toilet, go to drink water, etc, and teachers not in classroom on time	30-Jan-2019/1
75. After lunch break, no teaching and self-study (assignment) in class 1-3 &6	30-Jan-2019/1
76. No evening class after 16:10 in all classes	30-Jan-2019/1
77. Sometimes teacher finds students who need to go to special school, and HM and the teacher talk to the parents	30-Jan-2019/2

78. Repeating is allowed if parents agree. Forced repeating is prohibited by the government	30-Jan-2019/2
79. Morning prep at class 8, class 1-3 self-study	31-Jan-2019/1
80. Class 4-7 are sent back home to bring parents for meeting	31-Jan-2019/1
81. Parents' meeting 10:00-12:10 (scheduled at 8:00): 86 participants (16 males), select class representatives, chairman, secretary, etc	31-Jan-2019/1
82. Number of parents attended: (1) 11; (2) 12; (3) 16; (4) 24; (5) 20; (6) 23; (7) 13; (8) 22	31-Jan-2019/2&3
83. Some students do not wear shoes	31-Jan-2019/1
84. Class 1&2 left at 15:00, class 3 at 15:05	31-Jan-2019/1
85. Class 4-6 class from 16:00-16:30; self study 16:30-17:00; cleaning and left school at 17:25	31-Jan-2019/1
86. Class 7 self-study from 16:00-16:30; class 16:30-17:30 and left at 17:30; Class 8 self-study from 16:00-16:30; class 16:30-17:45 and left at 17:45	31-Jan-2019/1
87. Announcement before leaving: bring maize and beans (now 50 Ksh and 150 Ksh respectively, but the price can be doubled in the rain season); tell parents to come and meet HM if they have missed today's meeting	31-Jan-2019/1
88. performed students were given a set of biro pens with a case and an exercise book at morning assembly	1-Feb-2019/1
89. Newcomer from neighbour public school, asked to repeat class 6, and in order to repeat, need to pay 200 Ksh for interview, the student refused to repeat -> come to this school	1-Feb-2019/2
90. Number of students who have ever transferred school: (2) 4; (3) 4; (4) 9; (5) 11; (6) 5; (7) 21; (8) 21	1-Feb-2019/2&3
91. Some students come back school as late as 14:20 (scheduled at 14:00); some even did not come back to school after lunch break	1-Feb-2019/1&2
92. Class 1&2 left at 12:40; class 3 at 15:10; class 4&5 at 17:00; class 6 at 17:20; class 7 at 17:30; class 8 at 17:45	1-Feb-2019/1

93. Saturday class: class4-6 8:00-12:40; class 7&8 8:00-15:00	2-Feb-2019/1
94. Saturday school fees 100 Ksh per term	2-Feb-2019/1&2
95. HT: challenges faced for improving performance- Number of teachers is not enough; children without meal; children with jigger (foot disease); attitude of parents: due to low level of education, and due to there's no role model in the community; support from parents is minimal because parents have little income; school compound size is too small	2-Feb-2019/2
96. HT: government provides funds for 12 exercise books but actually it is enough for only 10 books due to inflation, 10 is not enough, so parents have to come in and buy them	2-Feb-2019/2
97. HT: government inspections/supervisions 1-3 per term (one visit by health department and 1-2 visits by education department)	2-Feb-2019/2
98. HT: government banns repeating but in case that parents and teachers agree repeating is allowed, sometimes a child is too weak and repeating does not help, for example, we have a child over 16 years old who has transferred several schools and repeated, so at this school, we promote him to next grade instead of continue repeating.	2-Feb-2019/2
99. HT: many drop out, we always follow-up, use local administration, assistant chief, ask him/her to talk to the parents and bring children back to school	2-Feb-2019/2
100. HT: homework - English and mathematics class 7&8 daily basis, class 1-6 twice or three times per week; other subjects 1-2 times for all classes; not enough time to check them all thoroughly, big workload -> not effective, so not too many homework	2-Feb-2019/2
101. HT: class 1-5 take exam twice per term; class 6-7 three times per term; class 8 more than 3; formal release of the results at assembly, who performed best, which subject was the best; revise the exam before doing another exam; report	2-Feb-2019/2

card given at the end of term; parents check and sign, student brings it back next term	

Appendix 8 Case 3 private primary school A interview transcripts

Interview number 12: Private primary school A head teacher

Date	July 4th 2018	Place	Private primary school A head teacher's office
Participants	Researcher (interviewer) Head teacher (Male, 50s)		

Line	Time	Speaker	Contents
1	0:20	Researcher	First, I would like to know about your experience here. Please correct me. You have been here for 10 years as head teacher. Am I right?
5		HT	I also taught in different schools.
7		Researcher	You told me you worked in …
9		HT	Nairobi. I worked in Nairobi for 20 years. But as head teacher, now it's 25 years. Here, just 10 years as head teacher.
13		Researcher	10 years as head teacher (here), also 15 years before as head teacher?
16		HT	Uh-huh.
18		Researcher	In Nairobi, you worked at a private school?
20		HT	In private school. St Martin primary school, where I was teaching primary and secondary, at secondary school I taught 8 year. It was just in the same school. I taught at secondary school for 8 years. I was teaching (at) secondary school while I was the head (teacher). But due to few teachers, I had to teach.8 years before the government posted trained person graduated from university. <his own academic experience> (3:40) I started teaching in private school as untrained (teacher). In 1985, when I (started to be) trained as teacher. After 2 years, (since 1987), I worked all this period (20 years in Nairobi). Right from there (2007), in fact this is my 11th year since I left Nairobi.
34	4:20		When I came, there was a school in Luanda, called Fadeli Academy, where I was as head (teacher), school was not registered to Ministry of Education. I found what they were doing was not good because they had employed untrained teachers, majority were untrained, which is now against the law pertaining to education. When I started (my work), they started getting teachers who can make the school be registered. Because the law at the Ministry allows, if you are 10 teachers in any schools, maybe they

43			allow 2 untrained but the majority should be trained.
44			When I reached, I registered the school. But now the
45			distance from my place to Luanda. Because I found
46			everyday costing about 200 Shillings, that excluding
47			lunch. That was a problem. So when I joined here, and I
48			also find here still far but not far like used to be.
49			
50	6:09		So here, when I joined here, I came here and they just
51			upgraded me to deputy (head teacher) here. The teacher
52			there, the head teacher was taken by the government and
53			he was posted to Kakamega and he left the school in a
54			hurry. I took the school (as head teacher) without even
55			Madam (manager) knowing. Madam told the head teacher
56			had left. When I joined I was still new, but since I have
57			that experience, the gentleman (the former head teacher)
58			asked me to run this school as we wait for Madam to
59			come and get the head (teacher) of this school. When
60			Madam came, the first meeting we had, she just declared
61			(head teacher's name) should just continue leading the
62			school. She made that announcement to the teachers.
63			
64			
65	7:43		So far I was given 5 deputies, (5deputy head teacher)
66			going (left the school). 5 deputies going in the last 10
67			years. They just go because sometimes they found lack of
68			payment and they go. Because how can you survive 2
69			months, 3 months (without getting paid)? When they are
70			going they don't tell they are going. We just come here
71			and we don't see. When I consult her or him, they say "no
72			I am not coming back". So it's hard to find teachers who
73			can come and teach. The same things I found Fadeli (the
74			school he previously worked), I found here. (8:40) Here,
75	8:40		it was also untrained (teachers) were majority, so I
76			minimized. When I came I told Madam, you know she
77			has Master's in Public Administration, "the way I see
78			your staff, when students reach KCPE, they will let the
79			school failure, they will not pass". She understood. I
80			know how this (registration of school) will go, where to
81			get certificate (of registration). Anytime, public officer
82			could come and close the school, they have that authority.
83			So I went to Emuhaya and booked for inspection. They
84			came here, inspected the teachers, inspected everything,
85			and recommended and left with us a copy (of
86			recommendation for registration). Here, even teachers to
87			get TSC number is a problem. Any teachers should not
88			teach without TSC number. We should be recognized by
89			the Ministry of Education. because they may harm the
90			child, they may have affairs with children, and run away.
91			That's way they insist. If you get teaching and if you do
92			not have the TSC certificate, you will not (be teaching).
93			
94			
95			
96	13:00		For private (schools), they pay 10,000 (Shillings), for
97			public they pay 5,000 (Shillings), those young schools to

98 99 100 101 102			register. I told her (Madam) we need to pay then she sent the money, we paid 10,000 (Shillings). After 2 weeks, it (registration certificate) came and here it is. They say teachers were not enough, so they are still doing the follow-up.
103 104 105 106 107	14:00		About 4 years ago, all head teachers in Bunyole met here, a head teacher's meeting. We hosted it. That was the first meeting in private school. We are the only place (private school to host head teachers' meeting).
108 109 110 111 112 113 114 115	14:43		People from education office they come and inspect the teachers. I told teachers they (inspectors from education office) should be aware anything happening here, this is somebody should not be scared of. They want to know whether you are following the Kenyan curriculum or you are teaching other thing. They have been visiting us.
116 117 118	15:16	Researcher	So after registration, you have regular inspections, is it per term?
119 120 121 122 123 124 125 126 127		HT	Not every term, sometimes they just pop in anytime. This year they have not come. Last year they came. During the KCPE, they came. Before the exam, they come, and also when the exam is in progress, they come to see how it is going. They come and monitor. They require no teachers in school (during the exam). It's only head teacher, regional supervisor and security. So we have seen them at least once a year.
128 129 130 131 132 133 134 135 136 137 138 139 140	16:53		When I come to talk about disadvantage, teachers. Number 1, teachers lack motivation. They lack motivation. When they lack motivation, they don't have moral of teaching. Also, teachers, if they are not paid regularly, they fear as they are in difficult situation, because they have family. They need to go and give. All the problem they converge to me. Because I am the head, I am near to them, Madam is far. It is through me they communicate her, and I tell them we don't have money. Sometimes I tell them and they only believe. If I see them pushing me, I tell her to come and tell them. That's one of the disadvantages.
141 142 143 144 145	18:31		Also, books. When government provide books, they don't provide in private (schools). Like now they have changed the curriculum, they are actually still changing, textbooks are not provided.
146 147 148 149 150 151 152	23:20		When they train teachers at seminars, you find when you go there, government pays those teachers who attend the seminar (from public schools) but from private (schools), they don't give anything. Maybe food you eat there, only that. Public (school teachers), they have been paid. That's one of the disadvantages we normally experience.

153			
154	24:08		Then also, parents. Some parents, especially in this area,
155			parents are very difficult to manage. Some (students) are
156			orphans, some parents are single parents. The life they
157			live is problem, they cannot even pay single cent, they
158			need to be given. Sometimes we call them for a meeting,
159			you never see them because they go out to look for food
160			for children. Some are doing small-scale business, they
161			are at Luanda (market) selling something. You can see
162			some of these children the don't even have shoes. Even
163			uniform, they are torn. This is problem in this area. Also,
164			some parents especially men, alcohol. They take too
165			much alcohol, they don't have time to stay with family,
166			they don't pay school fees. When students are here, they
167			feel they are very much confident. Because they know
168			when they go home there's problem, they want to stay
169			here all day.
170			
171			
172	29:15		For example, if I decide, because I have not been paid for
173			three months now, to go and do my own business at home
174			and leave the school, they (teachers) will all go away. But
175			once they find I'm here, they feel comfortable.
176			
177			
178	30:35		Public schools are given books, but we don't. Madam
179			uses her own means. We are planning to have book
180			harvesting. Who can give books or get someone who can
181			(financially) assist us to get books for school. If you look,
182			every teacher has maybe 1 (text)book or 2 books in the
183			classroom. So when they give homework, it becomes a
184			problem.
185			
186	31:28	Researcher	So for the textbooks, how do you get them?
187			
188		HT	Those we have are few. Every teacher should have at
189			least a copy, but we don't have sufficient for students. We
190			encourage parents to buy, but they don't (buy), maybe
191			one (parent) manages to buy for their child. So now you
192			see students sharing textbook.
193			
194	32:47	Researcher	Do you receive any support from the government?
195			
196		HT	No, we don't. Only trainings. To raise fund for sending
197			teachers (to the training) is a problem.
198			
199	34:36	Researcher	(About the facilities of this school. I'm sure you need
200			some maintenance or you might need to build a new
201			building. How do you manage this?
202			
203		HT	That's where we have problem. This building you see was
204			constructed by parents. Those (parents) with need for
205			their children to start school. The other side of the school,
206			those permanent structures, Madam got a sponsor who
207			constructed that one. To have desks is a problem.

208 209 210 211			Sometimes Madam gets money she brings so that we can get some desks for them (students). They are not sufficient. When they break, repairing is problem. When you call a carpenter, you need to pay.
212 213 214 215 216 217 218 219 220 221 222 223 224 225	36:20		And also for food programme, parents (are supposed to) bring 4 tins of maize, 2 tins of beans. You find they haven't (brought). This year, up to now, it was only yesterday when I saw somebody bring 2 tins of beans and 3 tins of maize. So it's Madam, she brings 1 sack of maize and 1 sack of beans. But not regularly. If we tell them (students) to go home for lunch, some would come back at 3pm or 4pm because they come from far. When they go home, they think of what to eat at home. When they are here, they have hope for lunch they are going to eat, but at home, they know they they have no food. When the maize ready (harvest season), they can roast and eat maize.
226 227 228 229		Researcher	You told me in the last 10 years you had 5 deputies left school. If you recall last 5 years, teachers coming in and going out, is it taking place often?
230 231 232		HT	We have a new teacher but 2 (teachers) left because of payment.
233 234 235 236 237	40:28	Researcher	About teachers, how do you see their engagement in teaching? Do you think they are doing their best? Are they working hard? They come here everyday and work hard? What do you think?
238 239 240 241 242 243 244 245 246 247 248 249		HT	Teachers, they are working hard. I can see and listen the classes, I can see how teachers introduce the topic, I can see the relationship with the children, if they respond to teachers, I see the methods they use is effective, I know lesson is very successful. Trained teachers they know how to handle than untrained (teachers). As a head teacher, I need to have good relationship with them (teachers). When I joined here, I found the relationship with teachers was not well, but now I have regular meetings with them to discuss academic issues.
250 251 252	44:20	Researcher	About student assessment and exams, how often does it take place in this school?
253 254 255 256 257 258 259 260 261 262		HT	Actually, it depends to teachers. For example, I teach CRE, Social (Studies) and Kiswahili, in the class I teach, once I taught a topic and I want to evaluate, I will not wait until we have an exam. I just give a (small) test, 10 questions will be enough. From there, I will know they have understood or the have not understood. That will make me to do the follow up. For exams, three times per term, every month. We have report cards, class teachers record the marks, recommend every subject (write comments), such as child got high (marks), below

263 264 265 266 267 268 269 270 271 272 273 274 275 276 277			average, above average, need improvement. When it (report card) goes to parents, the parents read those instructions from teachers. It will encourage parents to improve, through comments, we make the parents to encourage the child. We release the results of exams officially on parade (weekly school assembly). Those who have done good, they are praised at the parade so that the rest sees. We encourage them, these pupils scored high, the second (next) exam we don't want to see the same pupils here. We want to see you here. Same (way of showing exam result) applies to class teacher. They have a copy (of exam results) and hang it in classroom so that they can see.
278 279 280	52:17	Researcher	About the school management, do you have Parents Teachers Association or Board of Management?
281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301		HT	On management, we have head teacher and deputy as senior teachers, then we have also panel head per subject. Every class has elected class representative (of parents) in PTA. Maybe they are elected but don't know their role, so I called a meeting and took a cup of tea with them, I spelled out the role (of class representative). Their role is not come to class and teach, teaching is for teachers. Their role is to just come and see is teaching going well, are children getting what is required to them, and if there is a problem there, that what I should be aware, the problem should come to me. The problem should be share with PTA chairman. So when I call a PTA meeting, those parents are saying problems they encounter in the classes. Those are the problems, how are you going to solve? They start discussing how to solve the problems. That time, I don't talk, because I am secretary of the meeting. We normally have it when closing the school, end of the term, so that they should know this term did we have progress or we did not have any progress, then at second term, are these problem eliminated? That's the time we get challenges.

Interview number 13: Private primary school A teacher A

Date	January 19th 2019	Place	Private primary school A church hall
Participants	Researcher (interviewer) Teacher A (Female, 40s)		

1. **Researcher** 00:01
   Okay, so first I would like to ask you about your experience here. So how, how did you come to know about this school? And how long have you worked here?

2. **Teacher A** 00:22
   I am a member of the church that is sponsoring the school. So when I got married, I did not have a job but I was educated. So when I joined the church, I had that issue, what can I do with the sacred of that child in that time? So we discussed and I started by then I was teaching Sunday school children, Sunday School. So I decided to open just this way we call nursery, we had not yet started grade one. And we started with around 20 kids. At the end of the school, we should take those children (to another school) because we didn't have the class 1, 2 and 3, we only had ECD centre and supply (students) to other schools, they (students) used to do very well at the (entrance) interview. So, since that time started, we continue to do well. So, my sponsors by that time we had a vision to start a school. Madam Director (school owner), the one who is present now, shared our vision to start (primary school) and by that time, due to lack of finances, I also left here to the nearest Catholic school. I was called back to join. We started our class one with four teachers, one teacher with a training. So as we went on to class one, class two. From that time we end up well. We did our first KCPE and by then we did not have the school code (for taking KCPE). We have another primary school down there, so, for three years 2010, 2011 and 2012, candidates did KCPE at that school, fortunately, we received our own code for KCPE and doing our own KCPE (taking the test at the school).

3. **Researcher** 06:02
   Is the number of students increasing or decreasing?

4. **Teacher A** 06:07
   In the beginning children came in large number because by that time when the director (school owner) came, we had somehow received a sponsorship. So, the sponsor was providing teachers salaries to teach that time, our sponsors also have their own difficulties, then the sponsor left. So, it became that we ask parents to give something small, but most parents are poor, some are orphans with mothers have died and their fathers, while most teachers stay with the kids. So, the number reduced according to the sponsor, because we were getting teachers, for example, when teachers trained, immediately after they come from the training before they go absorbed in government they look for private schools. So, that's where we get teachers for a few years before they get employed by TSC. Most teachers leaves (in a few years), those remain are especially like church members who just have that passion. ECD section has a large number of students, but when it comes to class four and above, the number (of students) decreases. When the funds delay, some teachers drop (leave the school), when parents see such things, they fear, and the children drop (leave the school). So, the frequent teachers in and out make the (student) number decreased. But if we could have a regular salary, we would have very persevering teachers and the performance remains high.

5. **Researcher** 09:15
   I see. So you started as an ECD, and that was part of the church.

6. **Teacher A** 09:26

In fact the time we started the school, we had three classrooms. Parents were sponsored them. They are the ones who in fact donated that structure themselves. Donated by church was only the iron sheet that the pastor brought to the school.

7. **Researcher** 09:51
So community members brought materials and helped the construction?

8. **Teacher A** 10:01
Yes, helped construction and in fact teachers of those days even after teaching they helped. These buildings were made those days. Having many children (big student population) depends on the environment, especially those pupils who come from rich family, they need to see a very suitable environment but when they see no glasses (on the window of the classroom), no seating facilities (desks), no school bus, most of them favor other private schools nearby, If we had good facilities, we would have a large number (of students).

9. **Researcher** 11:14
How have the school owner been involved in this from the beginning?

10. **Teacher A** 11:26
At the very beginning of the primary section (was established). She brings some funds for teachers salary, meals as well. Especially when foreign sponsors come, parents think that there is just totally nothing to pay. So a few of them pay like very little and in the little cash that supports the chalks and others. So she tries her best to get some sponsors. She also started a school in Kakamega, and she also has one in Busia, so she has three schools.

11. **Researcher** 13:38
Do students here, do they paying some fees or not paying?

12. **Teacher A** 14:08
Paying something.

13. **Researcher** 14:11
And do they also bring food or not?

14. **Teacher A** 14:15
They're supposed to bring in four tins of maize and the two tins of beans, but, if you go through the records, out of all these, you'll find only 10 or 15 brought 1 kg or 2. They are supposed to pay something small to chip in while most of them are orphans and they are unable to pay. So, that makes us not to chase the ones who have not paid. The school owner does not want us to send children back home (for collecting fees).

15. **Researcher** 16:35
Do these children at this school, do they have any educational opportunity if this school is not available? Or can they go to public schools or is it very difficult for them to go to public schools.

16. **Teacher A** 17:23
You know, people believe in private (school) teachers are very much free to attend to every child. And that's why people prefer private schools rather than public schools. The quality of education is somehow different from public schools. So the difference is the quality of education.

17. **Researcher** 20:34

Maybe repeating questions, but what support do you receive from the parents and community? What are the supports that you receive from parents and community?

18. **Teacher A** 20:46
Support, for example, some facilities for example that kitchen, parents started chipping in, although little. So our director (school owner) said, if somebody's willing to chip in, let them chip in, with that small amount received, she finishes up the building. So there's other things that parents chip in is exams money, the director (school owner) does not provide for us exams' money.

19. **Researcher** 21:53
As you said, some of the parents who can manage bring four tines of maize and two tins of beans.

20. **Teacher A** 22:07
But the majority (brings) totally nothing.

21. **Researcher** 22:17
These people also cannot pay these exam fees?

22. **Teacher A** 22:25
With exams, they somehow try, it is almost 70% (pays) because it is only 50 shillings. We do three continuous assessment tests (CATs) per term. So they try, at least even if one cannot pay 50, pay 30 or 20. Also at the end of the year, they bring the committee when they make preparations for graduation ceremony, how they will feed their guests and the candidates (for KCPE), they (parents) chip in by their own.

23. **Researcher** 24:09
What about the support from the government? Do you receive any support from the government

24. **Teacher A** 24:15
The support that we can receive from the government? (Sometime) Back it was really hard because there was some jealousy being private, they think we are rich. As time passes, you can see some support like seminars (for teachers) when we have a change of curriculum. So the government has seminars for teachers that's one thing, second, do they sometimes send textbooks? They only share syllabus. Sometimes we buy by ourselves. The syllabus shows us which textbook to get so as to be the same as those used in public schools. Also the government chips in the immunization for students, deworming.

25. **Researcher** 26:35
About the teaching materials, like Teacher's Guide or blackboard, chalks, etc, how do you see the availability and adequacy of these teaching materials? Do you think you have enough teaching materials?

26. **Teacher A** 26:52
We don't have enough, most of the teaching materials, we improvise. But with chalks, textbooks, the director (school owner) tries her best. And for that little cash that those parents who are able to bring cash (school fees) we are able to buy but only few, then the director chips in. It's not enough, for example, manila papers are not enough so instead of having alphabet sheet as a permanent one, we write again and again.

27. **Researcher** 28:23
What about the materials for learning for the students, exercise books, pencils, rulers?

28. **Teacher A** 28:35
The parents provide for their kids. Sometimes when the director (school owner) comes fortunately with a sponsor, we recently received some visitors, we received pencils for everyone. But if you have not received from visitors or sponsors, students just come with their own pencils. For our little ones sometimes we as teachers chip in. Yes, we have a shop there, can borrow one, because for these young ones, we cannot tell them to go back home to bring a pencil. The same for the exercise books? Parents give their children exercise books, in case they are unable, maybe because you found a situation is bad, teachers can just improvise. Now you just tell the parents later.

29. **Researcher** 30:09
I see. What about the facilities? I think you mentioned it before that when you want to have the maintenance of facilities or building, you get some funds from parents who are able to chip in a little, and then the director (school owner) chips in?

30. **Teacher A** 30:58
Yes, also teachers with the heart when they receive their dues. And sometimes chip in even the teaching aids, like manila papers, let me just buy with my own money.

31. **Researcher** 31:20
Okay, now, I would like to ask you questions related to teachers here. Okay. So how many of you have been to trainings? I mean, TTC training, teachers training college training or other types of official government-recolonized trainings? Do you know how many teachers here have been to these trainings?

32. **Teacher A** 31:48
Most of them have been trained and we have a few, about two, they are not trained. We also have teachers who retired but still have interest in teaching. Most of them are trained, we have two teachers who are working on it (training). After the training, when the time comes, they're absorbed by the TSC. But it takes time, we can retain for four years or five. So regarding training, this school, it is very much okay.

33. **Researcher** 35:02
Do teachers in this school, including yourself, do you receive some kind of compensation for your work? I mean salary, do you receive a salary?

34. **Teacher A** 35:30
Yes, we do, although it is not regular. It is not regular, but the director (school owner) is making an effort. Even if we miss some months, step by step, next time (of payment) she recovers the months (without payment). For example, by now, these teachers receive for the last month who have not received their dues, but it all goes well. This month, they may get.

35. **Researcher** 36:34
Are there any teachers who left the school in the last five years?

36. **Teacher A** 36:40
Of course, yeah.

37. **Researcher** 36:44
What was the reason?

38. **Teacher A** 36:49
One, with delay of salary, teachers cannot persevere, those with a large number of family members. And others were absorbed by the government. Yes, you know, when the

trained (teacher) got absorbed by the government, you are lucky enough you will get your dues regularly. So working here also helps them to get more opportunity to get employed by the government? Yes, yes working here helps them. Because when you go for the interviews, you must provide a letter from where you are teaching and when they mingle with the others, they say how teachers in private schools teach, make them be absorbed immediately. So it helps them. And in fact that for the ones who are not trained, it also helps them when they get small funds, they can go for training.

39. **Researcher** 39:43
Do teachers here, do they come to school every day and get involved in teaching?

40. **Teacher A** 39:51
Yes, every day apart from the common reasons, like, sick, sick child, funerals, etc. But they lead their work, some even in class for the morning preps.

41. **Researcher** 40:25
You told me before that you have an experience working in other schools as well. Do you see the teachers here are hardworking?

42. **Teacher A** 40:34
They are hardworking.

43. **Researcher** 40:39
Okay, I see. Now, I would like to ask you about the exam system. You told me before that you have an exam monthly?

44. **Teacher A** 40:55
Yes, we have three CATs per term.

45. **Researcher** 41:02
And after the exam, do you do the revisions?

46. **Teacher A** 41:04
Yes, immediately. For example, the last CAT we had, immediately after the half term CAT, the following Monday, we started revisions. Some are finished adjustment, if you go around, you'll see some green paper that just now (students are) revising, and finishing up.

47. **Researcher** 41:39
And do you have kind of an individual test results records?

48. **Teacher A** 41:48
Yes, we have the records. We have exercises after topic review, mostly as homeworks a small assignment in their exercise books. Grade one up to eight have a homework timetable, must give a child a homework. And in fact, even our director (school owner) is very much keen at that record. Parents are supposed to have the timetable, so if a child is not doing any homework, the parents call the teacher for explanation. Now apart from the exams, we do other records like for class eight, they also make their own arrangements to prepare and include other exercises.

49. **Researcher** 43:16
So homework is everyday, daily basis and it's checked by teachers on a daily basis.

50. **Teacher A** 43:24
The first thing you do when you come in the morning is that we check homework.

51. **Researcher** 43:31
Okay, I see I see. And at the end of the term do you give students with a report card so that parents can see their children performance?

52. **Teacher A** 43:58
Yes we do that, the report cards are normally given at the end of the term. So now we have done our second CAT, teachers have already recorded that.

53. **Researcher** 44:57
Okay, I see. Does this school have something called Board of Management or school management committee? Something like parents and teachers come and sit together to discuss about school issues?

54. **Teacher A** 45:47
Yes. And especially, when they come to discuss about academics, they normally call class by class. Parents come together with the teachers, check how their child is progressing academically, and the other things. Also, we have a sponsor who brings a medical doctor every Wednesday for students to be treated. Even parents, they also come to get treated.

55. **Researcher** 46:53
Okay, for this meeting with parents and teachers, how often do they take place is it once per time or once per year?

56. **Teacher A** 47:05
Termly. We might do sometimes just once but sometimes twice. When we are closing a term, we must requested parents to come.

57. **Researcher** 47:24
Then you will discuss about academic performance?

58. **Teacher A** 47:29
About academic performance. And the head teacher also insists parents must bring foods (maize and beans) and school fees.

59. **Researcher** 48:18
I see. Okay, I think I have few, just two to three more questions only. So what do you think is the difference between public schools and private schools?

60. **Teacher A** 49:16
In public school, you have a large number of pupils, so even attending to an individual becomes a problem. In fact, let me just give an example, myself I have a daughter who is teaching in early years in a public school. If I compare the number that they hold, and the ones i hold here, a big difference. Once Turn around 50. That's the big difference, they have numbers. So you just go with the quicker learners. But in private schools, we don't have large numbers, they normally feel in private school people pay a lot of money. And in public, so called free education. So there's a difference of numbers. Yes, also, on the side of payment, public schools, especially those who are as well trained, they receive their salaries regularly, you can do anything, they can go for loans. But in private, it's very hard for somebody to give you a loan. One is not sure if we will continue teaching with that institution. You are not permanent. So I can see that difference. Also, in the public. Apart from the big number, they have a lot of textbooks in comparison to the private. In public, the government just brings textbooks. In this private school, it's a different story. Parents are not able to pay and but textbooks. Comparing this one and

other private schools, those for rich, they pay a lot of money. That includes teacher salary, meals, if it has good management, teachers get regular salary, though parents have to pay. So it makes only the able parents to take their kids to those schools.

61. **Researcher** 53:54
    So, how do parents decide which school to send their children? We have other schools around here.

62. **Teacher A** 54:31
    Performance, and especially the foundation (foundational literacy). You know, if you want your child to do well, we must look at the foundation. I'm not saying because I'm among them, but they really know that we have a good foundation. And that's why I told you, we have a large number of students at lower primary. Also medication for students, as I've told you. And sometimes our director (school owner) comes with visitors (private donors), makes parents think there is money. So those are the things that makes the partners to bring their children here. But the greatest foundation, we are very well known for our foundation.

63. **Researcher** 58:14
    I see. I think you have answered to my questions comprehensively and I could get a very good picture of this school. I would like to thank you very much.

Interview number 14: Private primary school A teacher B

Date	January 19th 2019	Place	Private primary school A church hall
Participants	Researcher (interviewer) Teacher B (Female, 30s)		

1. **Researcher** 00:09
   This is an interview, but it's not a job interview. So I'd like you to get relaxed and answer questions if you can. There's no right or wrong answer.
   So, can I start with your experience here? How many years have you worked here?

2. **Teacher B** 00:34
   I've been here since 2014.

3. **Researcher** 00:42
   Okay. And before coming here, have you worked somewhere else?

4. **Teacher B** 00:47
   Yeah. I've worked with several schools. I started my teaching in Nairobi, I taught in Nairobi for a year. primary school, private (school). Then I went to a place called Eldoret, I taught in a public (school). I taught in public for a year also. And then I went back to private (school). Yeah. And also taught for a year there in Eldoret, before he came here.

5. **Researcher** 01:34
   Before we go through this one (list of interview questions), I would like to ask you about the school. You know, we have some weak students, not everyone can perform good. When you find these weak students, how do you approach them here?

6. **Teacher B** 01:58
   we have some lessons for the weak students, especially me, I'm talking personally. Yeah. So in my class, I teach Grade 123, so for those with pupils, I give them some easy work than others. That is for homework. Yeah. So that when they come in the morning, I try to see if they got it right. First, before now they can continue with the rest (of the students in the classroom). Yeah. Also, after lunch, I go with them. I do some kind of tuition to them. Extra teaching. Yeah. I've seen it and it has worked well, I've done it and it has worked well. Yeah.

7. **Researcher** 02:49
   Okay, so now, I would like to ask you about different aspects of schooling. First of all, if you recall from 2014 up to now, how do you see the changes in academic performance in this school? Do you see its' getting better? Is it getting worse? Or has it remained the same? How do you see?

8. **Teacher B** 03:30
   so since I was here, came as a teacher. And I taught for two years, and then I was voted to be the deputy head teacher of the school. So from 2014, 15, 16, we used to perform very well, this is class eight, the candidates for KCPE 2014 15 16. And then a problem came in 2016, towards the end of 2016, whereby the manager not paying salary for the teachers, that's had somebody who was helping her to pay, and then that person, his wife got seriously sick. So he could not help her with sending funds for paying teachers, so that we experienced mass exit of teachers. And then, since, last year, so the parents discovered their weakness, and they saw maybe some subjects were not taught well. And then they transferred their children. That is from class seven, I hope you've seen in class seven, the only three and then class eight also the number is down. But when you compare with class four, so from class six to here, you have at least a large population. But in class seven and eight, the parents realized that maybe the teachers there are not

sufficient for children. So they keep on especially the best performers are the ones who are taken to other schools, especially the public schools. And also the notion in Kenya, pupils in private school cannot get a good letter to go to high school. So the parents of the child in class seven, the parents took the child to another public school, thinking that maybe after class eight KCPE, now the child will get a good letter to go to a good secondary school. Yeah, so that's why we have seen the performance of the school actually going down for the last three years. And those are the major reasons as to why.

9. **Researcher** 05:45
   So what do you think we can do to improve this situation?

10. **Teacher B** 05:50
    So for this institution to improve the performance. So the parents should be told that they should be sensitized that a child in public or a child in private has equal opportunities. If it's a letter to go to, form one, the child in private gates a letter just as a child who performed the same in public school. And also, if we could manage to maintain this stuff, the teachers that are there so that at least, there is no exit from here (teacher continue to stay in the school), when a teacher goes, maybe the child that used to understand him or her better. So when another one (new teacher) comes, it is so hard for the children to climatize or to socialize and to get on with what a teacher is teaching. So if we could maintain the current staff, so that there is no teacher who is going out, then I think the student population that is in class six will go to class seven, next year, God willing, and then to class eight, without any anyone going to another school that will improve their academic performance.

11. **Researcher** 07:03
    Okay, now, I would like to ask you about the support from parents and community or maybe the parents, how do you see their support to school? Are you satisfied with the support from the parents? Or do you think we can improve some aspects of parents support

12. **Teacher B** 07:28
    the parents are supposed to pay fees, because this is a private school. But something funny with this school is that the parents assume that this is a charity institution. So there is somebody who should pay teachers, there is there's a sponsor who should pay teachers, there is a supporter who should feed the children. So the parents really are not doing what they should do. Yeah, they pay this, you find that in our term, an upper class from class four to eight parents who are supposed to pay 2000 per term, but we'll find a parent paying like 300 per term, that is first term. And then when you go to second time, the parent will pay now 500. You know, there's still a gap. Yeah. So the parents, we have some who are trying, but the majority are not, are not responsible. Yeah.

13. **Researcher** 08:38
    About the support from the government,

14. **Teacher B** 08:41
    we don't get any support from the government completely nothing. If you really go to seminars, whereby we have textbooks, the coursebook to be given to all schools, the government chooses, the, the books are taken to, given to public schools, and we private are not given. So it may be to just purchase them, which is sometimes hard. That's why you have very little or less textbooks. So the government doesn't help, especially the school, we don't get any help from the government. What I've, what I've seen the government doing for this school is when you have the campaign against maybe the inter-state ones, those ones (pointing the national deworming campaign poster). Yeah, that's the only time that you will find us being benefiting from the government, but for all

things to do with academics and construction of classes. We have not gotten anything from the government.

15. **Researcher** 09:44
Okay, about the support from the private donors. So which is of course, the manager or the overcoming face church. How do you see their support? Are you satisfied we can improve some

16. **Teacher B** 09:59
I've told you about the exit of teachers. Yes, that is because of delayed payment of salaries. So our manager who has worked, I've seen, is working so hard. But sometimes a human being tends to let somebody down. So maybe they, she can get a donor from out (external to the school), and then they sign a contract for maybe I'll be paying your teachers for five years consecutively. So in that donor, it is somewhere, maybe he does it for the first year without failing. And then the second year, maybe he changes his or her mind. So it has been really a struggle for her to get money to pay the teachers. Yeah. For the church, the church has offered as a church. Yeah, yeah, it's our facility that we use it every day, they just sit there sometimes some lessons are held there. So they are, they have supported us with their with the structure that is the church.

17. **Researcher** 11:27
So there are some you see some good efforts, but we do think we can somehow improve some more?

18. **Teacher B** 11:38
it, it just needs to be improved. It needs to be improved, because the teachers, their needs are not being satisfied. Well. And when you have an empty stomach, you cannot work on to the fullest. Yeah, you tend to be stressed up here, and maybe I don't have even supper for my children. Most of them are parents. Yeah. And then you delay a parent for three or two months, then the family back at home has a problem. So the teacher cannot deliver to the fullest in class. Yeah.

19. **Researcher** 12:13
Okay. Now, how do you see the availability of teaching materials and learning materials here? Are you satisfied, or you're not satisfied?

20. **Teacher B** 12:23
We are not satisfied. We aren't satisfied because the government which should be helping us get the learning and teaching materials are not helping us at all. And then the manager is trying as much as she can, to at least supply us with textbooks. Look at the state of the classrooms, they have to be improved. She has no enough funds in classes. I think you realize some pupils have been sitting five, or four (together), because of lack of desks. They don't have where to sit at. So they are not enough at all. So a teacher gets it hard even to give homework because he or she does not have the required textbook. Yeah, at at the moment, we don't even have charts. The manager came, I think she had no money, so she just went (off) silently. So until when she will get something (funds) then she will send (them) so that the teachers can at least buy chalks. Yeah. And other we don't have manila papers for maybe charts to be put on the walls in classrooms. Yeah.

21. **Researcher** 13:37
Okay. How do you see the teacher qualification and compensation, maybe repeating question? How do you see the teacher qualification at the school? Do you think we have a good quality? I mean, teachers with qualifications?

22. **Teacher B** 14:07

Sincerely I'm not satisfied. Because when you're desperate, when we get desperate looking for a teacher, we'll go for anybody who can at least teach something (whether with or without qualfications) so that when the child goes back home, she or he will not complain that you're not taught a certain subject. So we tend to go for anybody who can fill that gap. Anybody who can fill that gap so that we don't have those complaints from (parents). So, we have a population of thirteen (teachers). (Pointing the list of teachers) From this one to this one, when you see on the list here, P1s, it means that from here to here, they are trained. These ones are not trained. So when you are desperate you looking for a teacher, we tend to get anybody even from high school just immediately after high school form four, he or she can come to help us at least. Yeah.

23. **Researcher** 15:15
Okay, I think it already talked about compensation, you're not very much satisfied with teacher payment. Okay. Next one is about the class size. This means not physical size, but the number of students per teacher. How do you see the number of students per teacher?

24. **Teacher B** 15:35
It's not a problem here. Yeah. For this school, the population Teacher, Teacher pupil ratio is just okay. Because in class one, class one is the highly populated class in the school. It has a population of 32. Yeah, so that is the highest population in the school. I don't see it as a problem. Because most of them can read, most of them can write. So the work of the teacher is not that hard. So we can find maybe in grade one of which I'm dealing with, we have like 10 weak learners, 20 can read can do their work on their own. So for a teacher to supervise this tale, it's not that hard. Yeah.

25. **Researcher** 16:20
It's manageable. What about the teacher side now, how do you see the teacher attendance and continuation? Attendance means daily attendance every day, they come to school. And then the continuation means they stay at school for like, at least a few years, or more than that. How do you see these two points?

26. **Teacher B** 16:53
So I'll start with attendance. It's not easy for a teacher to just be absent from for the school. When a teacher gets a problem. Like today, we are missing three teachers. The head teacher is not there. We have a lady in there a male teacher, they're not here. They complain yesterday off some secrets. The head teacher was so sick. Yeah. So he went to hospital and then he was told at the hospital. He was instructed to go back today. And then he's being attended to. I've just talked to him over the phone. And then we have a lady (a female teacher) who is sick and she has gone to Luanda to be treated. We have a male teacher who is just recently married, and then his wife has a problem. So he has to take her for treatment. But the rest of the teachers, I think attendance is 99%. Yeah, there's low absenteeism. Truancy is not experienced here. And then continuing continuation here. I've been here for this is my fifth year. Yeah. And then we have others whom I found here (when I joined). They are five teachers. I found them here (now, continuously working). And we are still working with them. And then we got our new teacher, a new lady teacher. She has just come this term, because the previously employed teacher, has gone for his studies. He was at university, he dropped due to school fees. And then he has resumed back this year. So we had to get a teacher who could replace him. So for continuation actually. It's good. We've not experienced that case, whereby a teacher just stays here for a time and then he or she leaves. I think the least (shortest period) a teacher attended is like two years, when a teacher stays for maybe two years, and then he gets a place for (teacher) training, most of them go for training or some are employed by the government. We are trained teachers, these are trained, but when a teacher gets the TSC letter, he goes to be employed permanently by

the government. So most of them leave because of the calling, letter from the TSC. Or maybe family conflicts (such as) when get married, a teacher may have to leave here. About the teacher continuation, do you see any problem? I don't see any problem. That teacher leaves here, he or she gives you genuine reason.

27. **Researcher** 19:56
Okay. Then, now, the teachers engagement in teaching, how do you see teachers' engagement here? Are you satisfied with the way teachers engaging in teaching? Or do you think we can improve some more?

28. **Teacher B** 20:12
We need to improve. Yeah. We have some (teachers) dedicated to their work. And we have others don't have that dedicated. (Some) Teachers just come maybe to buy time and go home. So no giving homework, no, assessing the learners work, not staying in class for the required duration, some (students) miss lessons of which it should be told.

29. **Researcher** 20:49
Okay, now, I would like to ask about students side. How do you see students attendance and students continuation. So attendance, again, is about the everyday attendance, while continuation, is about promotion to next grade without repeating, dropping out or transferring to another school.

30. **Teacher B** 21:17
For attendance, I think we don't have a trend that a pupil stays at home without permission. I've not experienced that case. Most of the learners, at least they come to school, unless they're sick. (When he or she is sick,) It's when a learner can stay out of school for maybe two or three days on treatment. And then when he or she gets better, you will see him or her in class. Yeah, that's what I've experienced for the years that I've been here. And then to do with continuation, I think I explained earlier, some parents think that when a child steps in class seven, (he or she) should be transferred to a public school, so that he can get a good letter to form one. Or maybe you have family conflicts, whereby father and mother, they disagree, disagree. So maybe the child will go with the mother or with the Father. So that's also a major problem. Yeah. Because maybe some families are still young. So when the parents differ, the children are also affected. So maybe they are transferred to other schools, because there is no peace at home.

31. **Researcher** 22:41
What about the students engagement in learning, or time spent for learning at school? When they come here at school, do they learn in a good way? What do you think?

32. **Teacher B** 23:05
Students are engaged in learning in a good way, despite the state of the classes, despite lack of (text)books, most of these children, maybe grandparents who cannot afford their exercise books for them writing, maybe children don't have pens for writing, but I see them just committed. They try as much as they can to be in class, and at least to get something, to have something new at the end of the day. When you give homework, they try and do, when you give assignments, they will work out and then they look for me wherever I am around, they bring the books for marking. So, they are committed.

33. **Researcher** 23:59
About the assignment and homework, do you think this school has a good assignment and homework check system? Like regularly checking students exercise book and seeing their progress?

34. **Teacher B** 24:17

It's working well because these children have been given homework timetables to take their parents. So I think in every home, when you go to maybe a certain corner and find the homework timetable hang there, so the work timetable is for the parent to supervise. If my child has to be given two homeworks today, has he or she been given? So we've experienced cases whereby maybe you (teachers) are sick? Or maybe you (teachers) are engaged somewhere, you (teachers) had no time to give homework. A parent will call (teachers) to inquire why my child has not been given homework, so that has made teachers now that their task is to ensure that they have given homework. And also when the homework is not marked maybe twice, the parent will now call you to inquire why are you not marking my child's book. So that (practice) has kept teachers on their toes, we have to give homework and we also have to supervise. Yeah, to ensure that it's being done, and it's being marked. Yeah. Even on our master timetable, the timetables that I did teachers checking all the time, we have a place for homework. So today's Friday, I should know, I was supposed to give homework, maybe two or three.

35. **Researcher** 25:52
Next one is about the exam and feedback system. Do you think this school has a good exam system like frequent exams and good feedback system? What do you think?

36. **Teacher B** 26:05
On the side of exams, per term, from grade one to grade eight from, they sit for three exams per term. That's we call it continuous assessment tests (CAT). So they're supposed to start their first CAT next week. And then in mid-February, they will do another one. And then towards the end of March, they will do the third CAT that is now for closing term one. But class eight, they do more exams. Just like tomorrow on Saturday, they'll be having a CAT. This is the third week here, so we are now settling down. From tomorrow, we are going to do, to be sitting for the exams, the continuous assessment is almost every weekend. So they start it on Friday, and then they complete on Saturday. So the teachers go with the papers at home to mark so that on Monday the exam is released, and then the revision takes place.

37. **Researcher** 27:24
Do you see any progress in the system for the exam?

38. **Teacher B** 27:27
Yeah, it has really helped the children improve. Because we have the progress record, teacher marks the pupils. So if a child got maybe 200 marks in the first CAT, hey, he or she is expected to improve from that. So when you see that when the child seats for the next CAT, and there is no improvement, so the teacher pushes the learners (asking) why, you don't need to drop we need to improve. So the evaluations have really helped us in that the children keep on working hard, so they don't see themselves dropping, but they should improve. And then we also held academic days, whereby all the parents come just like they were here (PTA meeting was held earlier on the day of the interview). The parents like academic days so much because they want to see the progress of their children. So we call them to come and see the progress. So a child sits with the subjects teacher and his or her parent. So in case of dropping, maybe not performing in a certain subject, the child is asked by the parent and the teacher why are you not working hard? So from there, you can get to know the problems that the children are facing. Maybe I don't have textbooks, I don't have enough time to read at home. So, by that we get some improvements in the academics.

39. **Researcher** 29:02
About the school management system, how do you see the way school is managed at this school? For example, do parents involved in the management? Do you meet the parents on a frequent basis? Or do you think decisions made, for example, the use of funds or

decisions made for the school activities, reflecting the school needs or students needs? There are different aspects in school management but how those in general?

40. **Teacher B** 29:47
This private school is managed by Madame A (the name of the school owner). So Madam A decides at Kakamega whereby she has another school there. So she, she also does business. She's a business lady, but just at low level, not that high. So she comes here, not that frequently. But we have the head teacher, who has been given the mandate to do all the administrative work. So in case of a problem, the head teacher should, get to Madam and tell her what is happening. So the head teacher frequently calls her to inform her how this school is running. The manager comes, especially when she's donating maybe books, just like the way you saw here, or when she has a parents meeting. When she has something to give to teachers, motivation, she usually comes in, sometimes hold meeting with teachers, and discusses with us what is the status of the school, how does she want the school to be. That's when you will see her. She also sometimes just make an abrupt visit. So she usually visits us, she knows what is happening almost every day. She supports us with meals, and, payments for teachers' salaries. Yeah, but not that frequently. We have that problem here. I've talked of parents in this community. They assume that this is a private school, maybe they've seen some donors. It's the work of the manager (school owner) to work so hard to ensure that the teachers are being paid. Yeah, the parents don't support that much. And when the meeting was called, the parents, we have parents representatives, whereby each class has a parent representative, so the parents in a particular class sit, discuss and elect somebody who will represent them in that class issues. So when the class is not performing, we call that parent to come and talk to the pupils. And when we have a problem maybe the class has a serious problem, maybe some parents are misbehaving so it's that parent who should go and approach the others and discus their those issues. So the parents are represented fully by each class starting from class one up to class eight. Every class has a parent representative who comes and oversees what is happening in school frequently. Yeah.

41. **Researcher** 33:07
Okay, final point is about the leadership role of Head Teacher. How do you see the way he is leading the school?

42. **Teacher B** 33:21
So, to be sincere, as the deputy, I'm not that much satisfied with his job because he tends to be so soft. He is so soft. And you find maybe a teacher has missed two lessons three lessons and then he can't go and approach the particular teacher or in case of a problem maybe we have rankles between teachers he doesn't just go straight away and point out the problem and try to solve it. So you find that maybe inside we have problems of which he (head teacher) tries to cover up. So the discipline of teachers and the discipline of pupils is coming down because he cannot pinpoint the problem and try to correct it at early stage. When it reaches to the manager (school owner) it's when the manager now comes and gives direction of which he should have given direction first before even the manager comes in. Yeah

43. **Researcher** 34:46
I think that's it and we have covered all aspects. This is just a general question. How do parents decide which school to send their children? Because we have many schools around here. Some decide to send their children to a public school, some decided to send their children to this school.

44. **Teacher B** 35:43
So maybe the academic performance, they decide based on academics. Every parent, before he or she sends a child to a school, they should be aware of the performance of the

school. And then maybe the teacher pupil ratio. As parent decides that in a public school, maybe they have over 60 pupils being taught by a teacher. But when you come to this school, the population is at least low, whereby 20 pupils are in a class, they can do well as they are attended by a teacher. Yeah. we provide lunch (for all grades), which maybe most of other schools don't, as they're not responsible. Yeah. So, the children will not be going home at lunchtime. So, when the parent sends the child off in the morning, he or she meets the child in the evening, when at least the child has eaten something. He has been given homework. I think those are the reasons.

45. **Researcher** 36:41
Do you think, students and parents here, when you compare them with students and parents in public schools, do you see any differences? How do you see the differences of parents' and students' background?

46. **Teacher B** 37:21
The background. So you find that most of the parents, when they are compared with the public schools or any other private schools, because when you go to learn, I have so many private schools, of which maybe some of them even have vehicles for their children, some children from here to there. So the parents, when you look at the (physical) structure of the school, this is mud-walled. When you go to public schools, by now there may be no school that is mud-walled. So the parents, maybe some of them think that our children cannot live in mud-walled classrooms, then they take them to public schools, where the government also donates enough books, textbooks. We also have some schools of which even the writing materials are being provided by the schools. So the parents, some parents think that maybe public schools are better than this school. But we have some who have known the benefits of this school, maybe the children are well taught, their homework or maybe their assignment is being supervised. The child will not be going home for lunch every now and then. So they tend just to stick here (stay at school). So as others are taking their children out to other schools, though, we have just some families, which will never take their children out of this place. Yeah.

47. **Researcher** 38:53
As a background of the family, the family who sends to their children to public school, who sends their children to this school, is there much difference? Do they just decide based on academic performance?

48. **Teacher B** 39:33
So here the parents pay little and they're not that followed (even if they do not pay fully). But in public schools, they have to complete their required amount of money, school fees, they have to pay it for maybe a certain debt, and when the parent doesn't meet the requirements, that's when you find him transferring the child from public to here. Because here, the manager does almost everything. You'll never find that child from the school roaming all the way going for school fees. That one has never been experienced. You never find a child going home for lunch, or going home to bring money for a certain thing, the child just stays here throughout the term throughout the year without being disturbed. Yeah. But the only thing you find teachers pressing the children is the examination money, money for buying the exams. So that's when you'll find maybe the teachers following the children up and it's just 50 shillings and find that some parents can't even (pay) they're not willing to give. Yeah.

49. **Researcher** 40:58
Okay, I think your answer was very, very informative for me. And I would like to thank you for your time and your comments. Listen, you could have given me thank you very much. Thank you. Thank you

Interview number 15: Private primary school A parent A and parent B

Date	July 4th 2018	Place	Private primary school A school ground
Participants	Researcher (interviewer) Parent A (Female, 40s) Parent B (Female, 50s)		

1. **Researcher** 00:00
   Okay, so first question is about parental contribution to the school so what do you bring to school for example school fees, foods, etc. What do you bring to school?

2. **Parent A** 00:30
   I bring maize, beans and the school fees. Also firewood.

3. **Researcher** 01:04
   And anything else?

4. **Parent A** 01:15
   Beans, maize, schools fees plus firewood.

5. **Researcher** 01:22
   Okay, and you?

6. **Parent B** 01:36
   Maize, beans and school fees.

7. **Researcher** 01:56
   Can I ask the amount of maize amount of beans per term?

8. **Parent B** 02:36
   6 tins of maize (12kg) and 3 tins of beans (6kg).

9. **Researcher** 03:20
   For school fees How much do you pay?

10. **Parent A** 03:31
    So 1500 per term, multiply by 3 terms.

11. **Researcher** 03:41
    Okay then firewood. How often do you bring them?

12. **Parent A** 03:50
    Sort of bringing on a daily basis. Maybe 4 per day.

13. **Researcher** 04:05
    Okay. and for you? Maize and beans is it same as 6 tins of maize and 3 tins of beans per student?

14. **Parent B** 04:33
    I bring in what I can afford. Sometimes two, sometimes one. I am a widow.

15. **Researcher** 05:08
    Okay, for school fees?

16. **Parent B** 05:15

I pay whenever I have capacity, whenever I have funds.

17. **Researcher** 05:37
Okay, how much is the fee?

18. **Parent B** 05:44
Nursery is 1500, class 1 to 8 is 2000. But when I have the money, I can pay for some amount. Because the school management realizes that I am a widow, so, when it comes to payments, they allow remission.

19. **Researcher** 07:33
Okay, I see. I see. I would like to ask you about the learning materials, which is students' materials like notebooks bilo pen, pencils, rubbers, etc. Do students have enough materials?

20. **Parent A** 07:59
When we get the money, maybe if there is something at home to sell at home, it goes to the extent that, maybe waiting for a hen to lay an egg, I pick it up, take it to the store and get money, so that maybe you can get a textbook or even a pencil. When I do not have something to sell, then it just goes that. Unable to afford, I cannot sell anything that is in the house.

21. **Researcher** 09:30
So, parents are responsible to provide these learning materials?

22. **Parent A** 09:38
Textbooks, exercise books and pencils, parents are responsible for providing (them).

23. **Researcher** 10:27
As a parent, how often do they come to school? How often do they come to school to attend meetings?

24. **Parent A** 10:58
Whenever these are parents meeting, about three times per term.

25. **Researcher** 11:15
What do you discuss?

26. **Parent A** 11:51
Whenever there is a meeting, we should discuss what is there as a problem, about the textbooks, exercise books, maybe when there are books available from the school in Kakamega, when madam (school owner) brings in whatever she can afford.

27. **Researcher** 12:15
I would like to ask if there is a school management board.

28. **Parent A** 12:33
It used to but it's not there anymore.

29. **Researcher** 13:08
How do you see, are you satisfied with, the support from the government to the school if there's any?

30. **Parent A** 13:19

There is no government support. it's not our favor. The government should also help us. We really need the government support, sponsorship, however little that is. I'm hoping the government can help us. I'm not happy with the government support because the government doesn't really help.

31. **Researcher** 14:28
What do you think? About the school facilities like classrooms, teachers' room, toilets, etc, are you satisfied with the school facility?

32. **Parent B** 15:40
I am not satisfied with the facilities, for example, classrooms you have seen with the partitioning issue. We need help for having the normal class you know, no partitioning (of one classroom into two classrooms). About the toilets we need some better toilets, these ones are not enough.

33. **Researcher** 16:49
What do you think?

34. **Parent A** 17:15
The classrooms are not adequate. Maybe if the floor could be cemented, it could be okay. The toilets are not in good condition. And its siting, it's not so good, where they are built. They should be shifted to some other places.

35. **Researcher** 18:12
Okay next question is about teaching material. So materials for teachers, for example, chalks, blackboards, teachers guide or whatever teachers need. How do they see the availability of teachers materials or teaching materials?

36. **Parent B** 18:41
The teachers don't have materials, stationery, especially pieces of chalk, pens and then exercise or textbooks. Not happy about it.

37. **Researcher** 19:38
What do you think?

38. **Parent A** 20:16
Just the same, stationery is not enough. Also, the classroom can be blown off at any time as they are not well built.

39. **Researcher** 20:53
Are you satisfied with the class size which means number of students per teacher?

40. **Parent A** 21:31
The ration is okay, teacher per class is alright. Teachers are really willing to teach. The material they should be using is not there.

41. **Researcher** 22:10
Okay, what about the teachers commitment to school and teaching? Do you think teachers in this school committed for teaching for the school itself? How do you see teachers?

42. **Parent B** 23:11
Teachers are clearly dedicated and willing to teach and they're doing some good work.

43. **Researcher** 23:26

Okay. What do you think? Are the teachers working hard?

44. **Parent A** 23:49
    The teachers are okay.

45. **Researcher** 23:59
    Then are you satisfied with the student assessment and feedback system? which means the exams and after the exam do you receive the report?

46. **Parent A** 24:10
    I'm satisfied with the tests that children are given, the assessment. It gives challenges to the children to update their performance. I'm satisfied.

47. **Parent B** 25:17
    I am satisfied with the tests that are given to the children to keep them on alert.

48. **Researcher** 25:46
    And the frequency of the test, are you happy?

49. **Parent A** 25:49
    I am satisfied with the trace. Except the challenge that when we have done the exam, some children don't get it seriously, they are playing at home. They don't take these things (exams) seriously at home.

50. **Researcher** 26:46
    About the exams, who pays exam fees?

51. **Parent A** 26:52
    Parents.

52. **Researcher** 26:53
    Parents, okay. And how much are they?

53. **Parent A** 27:01
    50 shilling per pupils.

54. **Researcher** 27:08
    You told me before that there is no school management committee. Are you satisfied with the way parents participate in school management, their involvement in school management?

55. **Parent A** 27:42
    I am not happy that we don't have school management (committee). There should be, we should have school management so that it can help solve some issues concerning the school, and it (the committee) should be there.

56. **Researcher** 28:35
    what do you think?

57. **Parent B** 28:39
    I'm also not happy because every school has good school management except ours. Parents representative for class was dismissed. So anything that happens, issues concerning the class, they just go because there is no parent representative.

58. **Researcher** 30:16

Next question. About the students attendance, plus promotion to next grades. How do you see the attendance and promotion to next grade?

59. **Parent A** 31:10
We have a problem with the absence of children, not all of them of course. Maybe only one or two (students) per day or all of them come. But then, when it comes to the end of the year, maybe the one who has been absent all the time maybe not perform well. But then, whenever there is such a problem of absence, the teacher calls the parents. So that they can discuss the reasons why somebody's absent, could be because of sickness, because of some family problems like funeral at home, children cannot attend anyway. So when discussed like that, it gives the teacher the picture of this child why is not performing well. Maybe when it comes to promotion, maybe the teacher can also consider whether to promote that child to the next class or not just understanding between the teacher and the parent about the kid.

60. **Researcher** 34:13
Okay, okay I see. What do you think?

61. **Parent B** 34:28
Nothing to add. I am satisfied. It is according to the competence of the child, if she or he cannot do well there is no need of the child being promoted to the next class.

62. **Researcher** 35:12
Okay. About the academic performance of this school. How do you see the performance here?

63. **Parent A** 36:43
I am satisfied. The school is doing well.

64. **Researcher** 37:31
I have only two more questions. First question, we have many schools around here. Why did you choose this school to send your children to here?

65. **Parent A** 38:00
I like this school because of the location, and because the kid is in pre-unit (pre-primary class), the distance from home is not that long distance is not all that long from home school. Other schools a little bit far.

66. **Researcher** 39:14
Yes. And any other any other things?

67. **Parent A** 39:38
Teachers, teachers are committed.

68. **Parent B** 40:01
The performance is high at the national exams, we shine, the school shines.

69. **Researcher** 40:12
Okay last question. We have this this kind of private schools in this area, but we also have public schools. How do you see the differences between public schools and private schools? What are the big differences between public schools and private schools? What do you think?

70. **Parent A** 41:13
This one (school) is better.

71. **Researcher** 41:16
In terms of?

72. **Parent A** 41:18
In terms of performance, in terms of teacher commitment.

73. **Researcher** 41:31
Any other differences?

74. **Parent B** 41:33
I feel proud of the child to be learning here, but the other schools, happen to be far and also I'm not sure the child can get some good education in those public schools. I took my kids from a public school to here who are now in secondary school. They came here, they learned here, when I brought my children here, they did well and now they're in secondary school. It's a good school.

75. **Parent A** 44:24
There is a kid here (her son is in this school), now at the standard three. I removed my kid from a public school to this school. I can see some improvement, compared to the school where the kid was.

76. **Researcher** 44:49
Why did you have a school transfer?

77. **Parent A** 44:56
I was not satisfied with the way the child was learning. The kid was not learning well.

78. **Researcher** 45:33
Is there any other big differences between public schools and private schools?

79. **Parent A** 45:57
In public schools, children are not taught well so in fact that the child (who transferred to this school) did not perform well, means that the kid repeated all the time.

80. **Researcher** 46:13
okay if there's any other comments, please?

81. **Parent B** 47:09
I pray for a time when this school will really shine in buildings, the school management maybe if they can improve the buildings to be okay.

82. **Researcher** 50:10
Okay, this is the end of the interview. Thank you very much, Asante sana.

Interview number 16: Private primary school A parent C and parent D

Date	January 16th 2019	Place	Private primary school A school ground
Participants	Researcher (interviewer) Interpreter (Male, 40s) Parent C (Female, 40s) Parent D (Female, 40s)		

1. **Researcher** 00:12
   I am doing research about schools and I want to ask you some questions. My first question is how do you see the performance of this school? Are you happy with the performance? Are you satisfied with the performance?

2. **Parent C** 03:27
   The performance is good.

3. **Researcher** 03:59
   Okay, what do you think?

4. **Parent D** 04:07
   It's good.

5. **Researcher** 04:14
   Okay. How can we further improve the performance?

6. **Parent C** 05:12
   we don't have enough books but if we have them then we can even do better than what we are doing.

7. **Researcher** 05:23
   Books, you mean textbooks or exercise books?

8. **Parent C** 05:26
   Exercise books that children have to buy, but even textbooks they're supposed to buy.

9. **Researcher** 05:42
   Okay anything else?

10. **Parent C** 05:55
    Lunch, supposed to bring food, two tins of beans and four tins of maize. In bringing this this facility food stuff, the way to get it is tough. We have got to go and get cash, maybe get about 200 shillings, and then buy and bring to school. I need help, I need help apart from four tins of maize and two tins of beans, if I can get some external help it can be okay.

11. **Researcher** 07:43
    So support for food. Anything else to improve the performance? What do you think we need to improve the performance of the school?

12. **Parent D** 08:30
    We need more teachers, too. We need more teachers and more books for improving performance.

13. **Researcher** 09:13

Okay. Although we have many challenges this school is performing, you said performance is good. And so what are the reason? I mean in spite of the challenges, how can the school perform good, what do you think is contributing to the good performance?

14. **Parent D** 10:24
    The performance of the school is good. And even when some of the former students when they go out, they join secondary school and even university, they come back and they continue pushing our name.

15. **Researcher** 10:46
    Okay, so the graduates are advertising the school. Okay, my question is I know this school has many challenges but even though these challenges this school, you think, the school is performing well. If there are so many challenges performing well is very difficult but somehow this school is performing well. So what has contributed to this good performance?

16. **Parent D** 11:31
    A cooperation between teachers and pupils.

17. **Researcher** 12:07
    Cooperation means what kind of cooperation?

18. **Parent C** 12:16
    All these three, parents, teachers and the pupils, they understand each other despite the problems.

19. **Researcher** 12:40
    Anything else that can contribute?

20. **Parent C** 12:49
    Can you also help the structures, the buildings? That's how we improve the school performance by creating better facility.

21. **Researcher** 13:10
    That's one thing and my question is what is the reason that the school is performing in spite of the challenges?

22. **Parent C** 14:29
    Despite all these problems, cooperation, the cooperation between the parents and the teachers. And also, my income is very low. Whatever I get in the form of finance, I bring however small it is. So that one keeps the school running. And then of course, it contributes to the performance.

23. **Researcher** 15:28
    What do they think the big differences between government schools or public schools and here?

24. **Parent C** 15:51
    Public schools and this one performance the same.

25. **Researcher** 18:21
    Okay, then I think that's the end of interview. Asante sana.

Interview number 17: Private primary school A parent E and parent F

Date	January 16th 2019	Place	Private primary school A school church
Participants	Researcher (interviewer) Parent E (Male, 50s) Parent F (Male, 50s)		

1. **Researcher** 00:09
   Thank you very much for coming. I'm doing research on how to improve schools. My first question is how do you see the performance of this school? Do you think the school is performing well? Are you satisfied with the performance? How do you see the performance of this school? Now you go one by one yes please.

2. **Parent E** 04:26
   I cannot tell.

3. **Researcher** 04:33
   Okay, what do you think?

4. **Parent F** 04:38
   Performance is good. My children have been here, they did well, I'm pretty sure this one is the best.

5. **Researcher** 05:03
   Okay what do you think we can do to improve the performance of this school? What do you think we can do to make it even better

6. **Parent F** 05:19
   On my side, the structure of the school.

7. **Researcher** 06:45
   Okay, what do you think we can do to improve the school?

8. **Parent E** 07:03
   Buildings as you can see. Also, This school is as you see we are on the hill. When it rains the water affects roads and stops this one (the road by the school). Then things cannot work because when it rains children start playing in the mud. School environment, it's not conducive.

9. **Researcher** 08:45
   Okay, what are the challenges you face? As a parent do you face challenges?

10. **Parent F** 09:33
    Uplifting the teachers, stuff. Teachers to be provided the books, and help them finance.

11. **Researcher** 10:24
    So what's the reason you chose this school? To send your children, why did you choose to send your children to here? We have other public schools and private schools around here.

12. **Parent E** 10:43
    I chose this school because it's near.

13. **Researcher** 10:45
    Okay

14. **Researcher** 10:53
anything else? Any other reasons?

15. **Parent E** 10:57
No, no.

16. **Researcher** 10:58
Okay. And why did you choose the school?

17. **Parent F** 11:03
The school here is near and performing.

18. **Researcher** 11:15
Okay, last question. From your point of view, what do you think are the differences between this private school and public schools? When you compare this school against public schools, what do you think are the differences?

19. **Parent E** 11:50
For me, the difference is this. The performance of this private school is not the same you find in that one (public schools), the performance is very low, and in this one it has high performance. That's why some people like me choose this school.

20. **Researcher** 12:34
Okay, what are the reasons for this difference? Why this school is performing better than public school?

21. **Parent E** 12:46
I think the teachers. Teachers, they are doing better.

22. **Researcher** 12:57
In what in what way?

23. **Parent E** 13:24
Many people told that teachers at this school they are doing well, teaching well.

24. **Researcher** 13:54
okay, What do you think? In your opinion, why do you think this school is performing?

25. **Parent F** 14:30
Concentration of teachers and cooperation of teachers and parents.

26. **Researcher** 16:36
Okay, I think that's all. Yes, thank you very much for your comments.

Interview number 18: Private primary school A School Owner

Date	January 16th 2019	Place	Private primary school A head teachers' room
Participants	Researcher (interviewer) School Owner (Female, 50s)		

1. **School owner** 00:19
   Thank you feel free to ask questions and anything you want to convey whatever.

2. **Researcher** 00:24
   It's been very fruitful being here, and I have some questions to ask you. How do you see the performance of this school? Has it been improving? Or has it been getting worse? Does it remain the same? I know this school has taken KCPE from 2013. So how do you see the performance in recent years?

3. **School owner** 00:34
   So first of all, you know, it's dropping. It's downward trend in terms of mean scores. Yes, and even population. Sometimes we end up losing our best children. Sometimes they think that the facility is not very good. Sometimes the public officers from the government come and they want this school to be closed. The area chief, a woman, she gave speech saying that public schools are well developed, in funerals (when many villages gather), says that this school is not good. People really trust them openly. And then some guardians get panic and out of panic, they take their kids away. That has been a problem. The government don't support private schools, so they don't care. Sometimes, Constituency Development Funds (CDFs) and sometimes we have funding for scholarships, but they don't do anything for independent (private) school.

4. **Researcher** 04:44
   Okay, so what do you think would be the best solution or how do you think we can improve the situation here? What are the aspects that you would like to invest?

5. **School owner** 05:04
   So if we say each student gets equal to US$20, or even if it's $10 in a month, then maybe the child can have books and get uniform to come to school. So it's been my dream to set up the that program. We had one-time-only donors but need continuing ones who can support the school. so it's hard to sell the idea. In order to get recognition, we need textbooks, exercise books and materials, classrooms, toilets constant scholarships, feeding and also supports for the medical visits including medicines and fuel (for the vehicle). Teachers also needs a permanent income. Here the number (of students is) dropping. So what we do for them, we have ECD and we have feeding program. So encouraged members (parents) to donate food to support. And we ask kids to pay about 10 KSh. When you look through the records, most of them have not paid but our policy is don't send away any child. So sometimes you look at the records and find one child hasn't paid at all.

6. **Researcher** 11:26
   When you compare the background of students and background of parents in this school with the background of students and parents in public schools, do you see any differences?

7. **School owner** 12:19
   It depends. Some kids in public school who come from wealthy families and middle-class families, and others are as you know, in public schools that are also very, very poor. And some people have wrong information about this school and think, oh, it's private school, you know, some think don't want to take my kids to schools for the poor. They don't want

to be in that category. Also, not all the public schools are not the same. There's some public schools, especially around town that are just like private schools. The kids come from a wealthy family, the performance of the schools and the facilities of the schools is good. However, some public schools that are in interior, the villages, and there could be worse situations as we're having right now. We have a public school that has mud-walled classes, more needy.

8. **Researcher** 14:08
   I see. How do you see the parents' attitudes towards the school? Are they cooperating?

9. **School owner** 14:23
   A small percentage of them help us 100%, and they have that (cooperating) attitude, that is very few. I see most of them trying to cooperate because sometimes we tell them to come with two kg of maize and sometimes we find when you go to their home, I went to one and found that the parent has seven children. One time one of the kids was really sick and I went there. There was nothing, no seats, they sit on the floor. And they come from the sitting room, this is all mud house without kitchen. And also, some kids here stay with grandmothers, they went to the cities with parents but their parents died.

10. **Researcher** 16:51
    What about the teachers? How do you see their engagement? Are they working hard from your point of view?

11. **School owner** 17:00
    The teachers work hard. But I know sometimes I see their frustrations. Because, you know, you cannot teach without a teacher's guide. So sometimes they don't even have the tests for kids. That's very frustrating. They sometimes don't have a compensation for doing the work. But they don't give up. Sometimes no payment in the last three months. At home, they have family, children. I know it's frustrating.

12. **Researcher** 19:43
    My final question is, maybe we have had highlighted challenges in so far. So what do you think are the successes of this school? I mean, bright side of the school? How do you see? What have you achieved? What do you think you have achieved so far?

13. **School owner** 21:12
    One, the health of the children has improved. Because we tried to feed them. Not mostly the case in the villages, they don't even take their lunch. But we tried to feed them. So I can see there is an element of that. And then also the performance, their performance comparatively with the schools around, the (academic performance) state is higher. So that's a good thing. And when they perform well, you know, they can go to high school, depending on your marks, so when they perform higher they can go to better high schools. I have some (students) that have been able to attend university, it has not been easy, while here in Kenya, the higher, the more expensive. Some cannot afford the schools their marks meet. So often they end up going schools admitting low performing students.

14. **Researcher** 23:09
    Just found one more question. What do you think have contributed to good performance, despite the challenges you've faced?

15. **School owner** 23:43
    It's how the teachers teach their children, how much time they spend with their children. And the confidence they instill in the child. They must have the passion that they put efforts and give time.

16. **Researcher** 24:41
Okay, thank you very much for your comments. Thank you very much.

Appendix 9 Case 3 private primary school A field notes

# and contents	Date/Methods 1: observation 2: informal interview 3: document review
1. Class 7 Kiswahili exam review: 9 students with 9 exams; 1-2 sharing a desk (5 desks); pens and exercise book for all; notebook checked on daily basis	27-Jun-2018/1
2. Class 4 2-3 sharing a desk (6 desks for 16 students)	27-Jun-2018/1
3. Class 3 2-3 sharing a desk (8 desks for 22 students)	27-Jun-2018/1
4. Class 8 taking Luanda East Zonal cluster exam 15 students 15 exams	27-Jun-2018/1
5. Class 5 Math 1-2 students per desk (7 desks for 12 students); 1 text per 2 students	27-Jun-2018/1
6. Class 6 Kiswahili 3 students only (1 wearing nearby public school uniform); 1 desk; 1 textbook	27-Jun-2018/1
7. Class 2 Hygiene and Nutrition exam review; 21 students 20 exams; 4 desks for 12 students and 1 long desk for 9 students; 4 wearing different uniform	27-Jun-2018/1
8. 13:30-14:00 self study: reading a reading book; reviewing textbook; class 1-2 not concentrated; Teacher supervision in some classes but not all	27-Jun-2018/1
9. Class 1-4 left school at 16:10; Class 5-8 left school at 16:30	27-Jun-2018/1
10. Church organisation sends mobile clinic to school every Wednesday, students, their siblings are diagnosed by a doctor and receives medicine	27-Jun-2018/1
11. Class 1 English 23 students 19 textbooks and 1 teacher's book; pencils and exercise book for all	28-Jun-2018/1
12. Class 2 English 18 students 13 textbooks	28-Jun-2018/1

13. Delay in class starts after break (teachers' breakfast and lunch), students do self-study but not concentrated; time schedule not followed rigidly	28-Jun-2018/1
14. Class 5 English 5 textbooks for 11 students	28-Jun-2018/1
15. Class 3 English 4 textbooks for 20 students	28-Jun-2018/1
16. Class 4 English 4 textbooks for 16 students	28-Jun-2018/1
17. HM is doing degree to be finished in August	28-Jun-2018/2
18. Class 7 Science 1 textbook for 10 students; 1 textbook for teacher; materials for experiment such as milk, oil, etc are brought by students	28-Jun-2018/1
19. Class 1-3 left school at 16:05; after 16:00, Class 4 self study, class 5 class, class 6 self-study, class 7 class and class 8 class; Class 4-8 left school at 17:00	28-Jun-2018/1
20. Friday morning assembly at 8:00: discipline issue told by teacher in charge in encouraging good behaviour: "don't behave like public school students. We are private school students"	29-Jun-2018/1
21. Friday morning assembly at 8:00: reminder of payment of school fees, bringing food for lunch	29-Jun-2018/1
22. Friday morning assembly at 8:00: punish students with wood stick if the uniform is dirty	29-Jun-2018/1
23. After Friday morning assembly, Christian religious activities such as songs and reading of testimony	29-Jun-2018/1
24. Friday cleaning from 3pm; 4pm- self-study; Class 1-3 left school at 16:30; Class 4-7 left school at 17:00; Class 8 left school at 17:30	29-Jun-2018/1
25. Saturday class: 2 teachers for class 4-8; 2 teachers for class 1-3; Head teacher and deputy absent	30-Jun-2018/1
26. Saturday class: 1-2 students missing compared to weekdays; all left at 13:00 without lunch	30-Jun-2018/1
27. Class 4 Math 7 textbooks for 14 students; 6 desks	2-Jul-2018/1

28. Some students were sent back home to get shoes for preparation for visitors who donated shoes to avoid becoming jigger (foot disease)	2-Jul-2018/1&2
29. Monday morning assembly at 8:00: reminder for bringing food for lunch; payment of school fees	2-Jul-2018/1
30. Monday morning assembly at 8:00: reminder of KCPE schedule; 16:30 class 1-2 left school; 16:45 class 3 left school; others left at 17:00	2-Jul-2018/1
31. Class 5 Math 6 textbooks for 12 students	2-Jul-2018/1
32. Class 7 Math 5 textbooks for 10 students	2-Jul-2018/1
33. Class 3 English 4 textbooks for 21 students and 1 textbook for teacher	2-Jul-2018/1
34. Class 1 CRE 1 textbook for 19 students (for teacher only)	2-Jul-2018/1
35. Class 2 English 13 textbooks for 19 students	2-Jul-2018/1
36. HT: Parents are required to bring 4 tins of maize and 2 tins of beans per term for feeding but less than half of them are brought. Parents also provide uniform, stationary, notebooks.	2-Jul-2018/2
37. HT: school fees for Class 1-3: Ksh 1500 per term; School fees for Class 4-8: Ksh 2000; Out of 186 students (including pre-primary students) 3 paid in full, 22 paid partial amount, rest have not paid at all, but students are not sent back home	2-Jul-2018/2
38. The school was registered in 2014 and became KCPE centre in 2015; till then, pupils took KCPE at nearest public school (need at least 15 candidates to be registered as a KCPE centre)	2-Jul-2018/2
39. Good communication with HM and teachers has prevented teachers from leaving schools and commit in teaching even though there are delay in salary payment	2-Jul-2018/2
40. Exam results are put on the wall of classroom	2-Jul-2018/1
41. 16:00 class 1-3 left school; 16:00- self study in class 4,5, and 6; class in class 7 and 8	2-Jul-2018/1
42. Church organisation donated shoes for students to avoid jigger	3-Jul-2018/1

43. 16:20 class 1 left school; 16:35 class 2-3 left school; others left at 17:00	3-Jul-2018/1
44. When leaving school, teacher tells students to clean uniform, bring firewood, shave hair, come to school early, and tell the absent students to come to school.	3-Jul-2018/1
45. Teacher interview: 2 years ago, class 4 performed best ever, mean score above 250. However, performing students transferred to neighboring public school after being told to go back home when school fees are not paid. Since the incident of sudden decrease in the student number in class 4, the manager decided not to send children back to home when fees are not paid.	4-Jul-2018/2
46. Exam fees 50 Ksh are charged to parents, about 70% of them are paid. Parents are eager to assess their children but some are unable to pay. In some cases, church organisation pays.	4-Jul-2018/2
47. 16:30 class 1-2 left school; 16:45 class 3 left school; others left at 17:00	4-Jul-2018/1
48. HT: difference in repeating/promotion practice between public and private: repeating is more common in public schools than private schools	14-Jan-2019/2
49. HT: new comers must buy their uniform within one month they joined the school	14-Jan-2019/2
50. HT: Causes for drop in KCPE score: less exams and not all students could buy exams all the time.	14-Jan-2019/2
51. Morning preparation class in all classes; some classes have teachers, others self-study	14-Jan-2019/1
52. Monday morning assembly: reminder of bring 5 pieces of firewood, 50 shillings for exam next week, maize and beans for lunch, school fees, come to school by 7am	14-Jan-2019/1
53. 3 new comers (2 from public school and 1 from private school) take entrance examination (term 2 test in previously enrolled grade) and interview. Head teacher: "requirement (for entering private school A) is higher than public school".	14-Jan-2019/1&2

Since the students did not perform well, head teacher will have interview with parents and decide whether to repeat the same class in the previous school.	
54. Kitchen was rebuilt by funds from church organisation	14-Jan-2019/1&2
55. While teachers have meeting, students are not concentrated	14-Jan-2019/1
56. HT: challenges faced: school buildings are old, not secure (electricity was stolen); without payment of salary, teachers cannot concentrate on teaching; when teachers look worried about something, he talks to teachers to solve issues teachers are facing, that's how he keeps good relations with teachers	14-Jan-2019/2
57. Teacher comment: almost all students have exercise books and pens, that's parents' responsibility, however, textbook is not enough	14-Jan-2019/2
58. Morning prep at all classes	15-Jan-2019/1
59. When giving assignments to students, teachers use government publisher's activity book and private publisher's activity book, but in some classes, government publisher's activity book is not available	15-Jan-2019/2
60. Teachers' seminar/workshop is held every term for registered public and private school teachers. While the costs of transportation and lunch for public school teachers are supported by the government, those for private school teachers are not, hence attendance depends on the availability of funds, last year 3 trainings attended	15-Jan-2019/2
61. 1 teacher left school last year due to financial issue	15-Jan-2019/2
62. Some of the teachers are P1 (TTC graduates) teachers who are waiting to get employed by the TSC, some are retired P1 teachers, and others are untrained	15-Jan-2019/2
63. HT: Parents' meeting is held every term	15-Jan-2019/2
64. HT: The manager joins parents' meeting to understand the situation; She does not visit the school regularly but send staff from Kakamega weekly on Wednesday (together with	15-Jan-2019/2

the mobile clinic doctors) to check the situation; when an urgent issue arises, head teacher calls her for support	
65. Teacher: students are assessed 3 times per term (monthly) followed by revisions at class; upper classes (7&8) have more exams	15-Jan-2019/2
66. Teacher: exam results are announced at assembly and put on the wall of classroom	15-Jan-2019/2
67. Teacher: Homework/Assignment checked on daily basis for English, Math and Kiswahili; other subjects are periodically checked after a topic in the textbook is covered.	15-Jan-2019/2
68. Break time depends on when the food becomes ready to be served for breakfast for teachers and lunch for students and teachers	15-Jan-2019/1
69. Morning prep: 5 classes with teacher and 3 classes without teacher (self-study)	16-Jan-2019/1
70. Class 1 English 25 students 25 exercise book 14 textbooks 3-4 per desk	16-Jan-2019/1
71. Class 2 Kiswahili 29 students 29 exercise book 1 textbook for teacher 4-5 per desk	16-Jan-2019/1
72. Class 3 Math 19 students 19 exercise book 1 textbook for teacher 3 per desk	16-Jan-2019/1
73. Class 4 Math 22 students 22 exercise book 1 textbook for teacher 3 per desk	16-Jan-2019/1
74. Class 5 Math 14 students 14 exercise book 1 textbook for teacher 2-3 per desk	16-Jan-2019/1
75. Class 6 Math 11 students 11 exercise book 5 textbooks 2-3 per desk	16-Jan-2019/1
76. Class 7 English 3 students 3 exercise book 3 textbooks 3 per desk	16-Jan-2019/1
77. Class 8 Science 8 students 8 exercise books1 textbook for teacher 8 individual desks	16-Jan-2019/1
78. Teacher: graduated TTC, worked at public school for 1 term, then joined this school while doing distance learning on	16-Jan-2019/2

accounting. When he came, class 4 math average score was below 40 but now it is over 50. Reasons for improvement in academic performance can be attributed to teacher commitment and class size. He tries to teach as if teaching to his brothers and sisters, he can pay attention to individual student. For further improvement, need more textbooks and exercise books	
79. Teacher: the manager (school owner) donates exercise books; teachers understand students background well (orphan, single parent, etc) and sometimes buy exercise book for them	16-Jan-2019/2
80. Teacher: the manager is doing a great job, doing her best to support us	16-Jan-2019/2
81. Student sent back home to bring parents for parents' meeting (invitation was sent before but none turn up at the scheduled time)	16-Jan-2019/1
82. The manager brought 30 textbooks from school in Kakamega HT: "now the problem is how to keep them safe"	16-Jan-2019/1&2
83. Mobil clinic 13:00-15:40 common disease found include malaria, typhoid, and infection by a parasite	16-Jan-2019/1&2
84. Parents' meeting 11:50-13:40 started with 37 parents (about 50 parents at the end) and all teachers (though teachers left for teaching after the introduction, while head teacher and deputy remained); greetings -> introduction of teachers -> issues explained by HT -> Q&A -> greetings from the manager; issues include payment of school fees, exercise book need to be bought for each subject, discipline of students; Q&A includes opportunity for scholarship after school registration, introduction of new curriculum; no decision making, rather, informing the decision already made	16-Jan-2019/1
85. Class 6 Math 1 texbook for 4-5 students	17-Jan-2019/1
86. Class 8 Math 1 textbook for 3-4 students	17-Jan-2019/1

87. HT: In 2014, after meeting with parents, HT decided to close the school a week earlier than scheduled term time due to lack of food for feeding. One of the parents reported it to Sub-county MOE and he was called to open the school again.	17-Jan-2019/2
88. HT: Government inspections at least once per year at the time of KCPE and irregular visit once or none per year	17-Jan-2019/2
89. Friday morning assembly at 8:00: check of daily schedule, discipline (do not stand on the table, treat school property carefully) quote from Bible, praying, Christian songs	18-Jan-2019/1
90. Friday morning PPI (Pastor Programme Instruction): Christian songss, quote from Bible, story telling	18-Jan-2019/1
91. Cleaning 15:00-16:45	18-Jan-2019/1
92. HT: Parents' attitude to support: Majority is not willing to support the school. Some parents don't come to school meeting. Some expect to receive something. Some cooperate, but majority does not. Parents in this area are difficult to manage. Orphans' single parent, poor, so unable to pay school fees. When call for a meeting, they do not come as they are busy with their work. Children without shoes, uniform left torn. Some men take too much alcohol use money for alcohol not education of their children. When they (parents) want them (students) to perform well, we should have togetherness: parents, pupils and teachers. Don't leave one side to play.	18-Jan-2019/2
93. HT: No fees for Saturday extra class	18-Jan-2019/2
94. HT: Government pays for KCPE fees for registered schools, before registration as KCPE centre, used to pay,per student, 800 Ksh to the government for the test plus 200 Ksh for supervisors, invigilators and security officer	18-Jan-2019/2
95. HT: Teachers are not paid by the government but by the supporting church. Public school teachers are paid by the government while private school teachers are paid by the	18-Jan-2019/2

owner of the school, where the problem is (irregular and small amount)	
96. HT: when school fees are not paid, the manager compliment when possible, but most of the times they have to run with what they have. support from private donors: it is decreasing.	18-Jan-2019/2
97. HT: Student registry checked by class teacher everyday and by HT every week	18-Jan-2019/2
98. HT int: School transfer: 10-15 new students join every year. In public schools, class 8 has a smaller number of students compared to lower classes, that's a problem. At class 7, some are told to repeat the class because they are not performing well. Some students decide to leave school as they feel humiliated by the fact that their friends are in class 8 but they are not and repeating class 7.	18-Jan-2019/2
99. HT: We normally give evaluation tests, parents have to contribute 50 Shilling, some of them are hard to contribute. You find some cannot pay. We pay the exams, but some pupils when they come to exam, psychologically disturbed because others are paid but the parents did not pay, they feel now my parents don't want me to study. Those are the challenges in exams.	18-Jan-2019/2
100. HT: exams are bought from a company, while zonal, divisional, sub-county, county mock tests for grade 7 and 8 are provided by the government	18-Jan-2019/2

Appendix 10 Case 4 private primary school B interview transcripts

Interview number 19: Private primary school B head teacher

Date	June 12th, 2018 / January 22nd 2019	Place	Private primary school B teachers' office
Participants	Researcher (interviewer) Head teacher (TSC teacher, Male, 60s)		

1. **Researcher** 00:01
   Okay. So, first I would like to ask you about support received from parents and community around this area. So, what are the supports that you receive from parents?

2. **Head Teacher** 00:18
   This is a community-based school which admits mostly children or pupils from poor homes. So, it is a kind of an aid to the poor in this community. A number of children who fail to meet what is required in public schools stay at home, not get education by then when this school was started as a community school. It is catering for those children who are financially handicapped.

3. **Researcher** 01:14
   And so, I, I heard that some of the students here are sponsored by Bishop Yes, and then some are also paying their fees to come here. So there is a mixture of sponsored children and non sponsored children?

4. **Head Teacher** 01:30
   Some pay their fees is rather independent, who see (and compare) that going public school and being here, (and decides to be here). This is a very good learning institution where the quality of teaching is high teaching quality is high. So they feel like to be here and learn here, okay. Beside those sponsored by the Gospels (church) are better than the needy ones who come from poor homes, and there are also students who come from good financial backgrounds have also joined them. So they're all moving together we don't segregate them.

5. **Researcher** 02:25
   Okay. What about the support from the government do you receive any?

6. **Head Teacher D** 02:32
   Support from the government body, the government brings in or sending inspectors to see if we meet the government requirements on the side of staffing and the textbooks, the reference books that we are using, is it what the government approves? Which of course, we are, because everybody who is here is a qualified person to teach.

7. **Researcher** 03:20
   So, I heard that some students because the number of students here is not enough to to register for KCPE So, you need to register these students at Public School B, Am I right?

8. **Head Teacher** 03:39
   This is so, because to run a private school, there are some formalities you had to fulfill. So, the bishop (school owner) has not yet taken those formalities, but it's in process. So, the process of registering a school is now ongoing, okay, when we will be given the license or the permit is when we should have our own centre for taking KCPE. One of the

challenges here was about the land, you cannot register a school on a land whose does not belong to you. So, the process of getting the land has now been completed. So, he (the school owner) has now applied the school to be retested

9. **Researcher** 04:45
   I see. Okay. I would like to ask you about the teaching materials. Do you think the school has enough and adequate teaching materials? Materials includes for example, textbooks, blackboards, chalks etc that you need for teaching.

10. **Head Teacher** 05:08
    Not adequate because with the little finance in bishop's hands, he runs through buying the land, paying teachers, putting up the structures (school infrastructure). So, it is not enough to go to the teaching materials. So, teaching materials are still a problem. But he (the school owner) is furnishing this, chipping in bits, because of the all these challenges, put up the structures, buy the land, pay the teachers, then buy the materials.

11. **Researcher** 05:52
    What about the learning materials, so, materials for students for example notebooks, pencils?

12. **Head Teacher** 06:01
    These one he (the school owner) provides, and others are buying them.

13. **Researcher** 06:05
    Okay. So, sponsored students they receive but independent students they provide by themselves. Okay, I see. About the teachers do they have a training? I heard that you used to work as a teacher?

14. **Head Teacher** 06:25
    I'm a trained teacher okay. But I'm retired so, this is my voluntary service here. The other teacher is again trained, trained and is now retired, or trained and waiting for the government employment. The Kenyan government changed the policy of employing teachers. Formerly from college to classroom and say when you finish in December or in March when the term begins that already employed this time frame and teachers you finish training and you stay to three to five years not absorbed. The government has a problem financing how a government can come and is in financial difficulty or a problem that people are not absorbed straightaway. I see not only teaching my daughter is a trained in US I have my son is a Clinical Officer it Melissa some 4, 5 years ago not yet absorbed by the government. I see So government of Kenya as a problem in employing. It does not employ people to straight from college. During the time I was in training 1972 from classroom College, straight away to the field as an employee. I say but this time that the system has changed, okay. So the teachers we have are all qualified. So we see we have four who are attending to go to college, okay, but they have all the qualification to join college. They are still at home because of financial backup to secure financial backup. So they are in the process of getting to the university or Teachers College. Okay. They are all qualified Okay. Nursery teachers who are handling babies, they are all qualified.

15. **Researcher** 09:28
    Okay, I see. Then about the facilities in this school, meaning classrooms or teachers rooms or toilets etc kitchen maybe. How do you see the facilities in this school?

16. **Head Teacher** 09:43

Right now there are not enough. We are still working on it. Because you can see one classroom is divided to have two classrooms. These others are temporary to deliver teaching, they are not adequate. So we are in the process of improving.

17. **Researcher** 10:12
Okay. I think next question is about the number of students but maybe I can get this information from the registry.

18. **Head Teacher** 10:25
Keeps on changing, okay? There are some classes which are thickly populated, others are thinly populated. So if I remember when we started the school we had 50 pupils, three years back. At this time, we are around 150. Okay, so then the number is increasing.

19. **Researcher** 11:14
When did the school start? Do you remember? Three years ago?

20. **Head Teacher** 11:35
2015, we started with five classes from 1 to 5.

21. **Researcher** 11:52
The next year, up to class six, next year up to seven, then up to eight. Now you have class eight students, they are taking the KCPE. Okay. Back to teachers. Do teachers in your school receive any compensation for their work?

22. **Head Teacher** 12:16
What do you mean by compensation?

23. **Researcher** 12:18
The salary or food or any support?

24. **Head Teacher** 12:22
Yes, we cannot just keep somebody without giving him something. But, I've been here for three years and seen some teachers have already gone to universities and teacher training colleges, those (teachers) I started with. So these (teachers we have now) are new ones. When someone gets a chance he goes, we'll get another one.

25. **Researcher** 12:58
Out of your experience, because you told me that you used to work as a teacher, how do you see the compensation salary compared to your experience in previous schools?

26. **Head Teacher** 13:16
As I've said, this is a community school, and we don't get a salary. We just get allowances. Where I was working, at a government school, it was paid by the TSC, it was salary.

27. **Researcher** 13:58
Here it's more like allowance. Okay, I see

28. **Head Teacher** 14:04
Income of the family is a problem, because a good number of students here are adopted. We are here to offer learning.

29. **Researcher** 14:19
Those sponsored children, they are orphans or needy children?

30. **Head Teacher** 14:24
Mix to them. We have some students with parents, mother and father is there. But their home, when you look at them, despite the fact that the parents are there, they come from very poor homes.

31. **Researcher** 14:46
Okay, I think you've mentioned some teachers left the school for to join the university. Yes. So in the last three years since you started this school, how many teachers have come in how many teachers have left?

32. **Head Teacher** 15:12
Let me say about six of come and go. There are two who are in teacher training they four in universities. I think one should be finishing this year among those who have opted out for finishing teacher training colleges okay.

33. **Researcher** 16:22
About teachers do they come school every day and they engage in teaching?

34. **Head Teacher** 16:31
That is why we are attracting market. Whenever they come here, they do engage in total teaching.

35. **Researcher** 16:42
I remember that we briefly discussed about the communication between head teacher, headmaster yourself and teachers. Could you explain that how what will happen if teachers are absent?

36. **Head Teacher** 16:55
If someone is absent, there is a call on my phone informing me that he or she is not turning up because of ABCD either sick home for medication or a relative passed away. So there is good communication. I have no problem with them.

37. **Researcher** 17:24
Okay. Okay. Now I'd like to ask you about a student assessment and feedback system. How often do you have exams or tests in this school?

38. **Head Teacher** 17:40
For from nursery to class seven. It is fortnightly. There is an evaluation or a test. In the textbooks, there's some other tests within the class. In a textbook, there's a place with tests after a chapter. Every after a topic, so about every week we have evaluation test using textbook, but then, we have fortnightly tests which we again running tests. And the class eight, we have been 27 tests which they are carrying out in this zone (sub-county).

39. **Researcher** 18:50
27 papers per term?

40. **Head Teacher** 18:52
No, they have 27 tests in one year before they sit for KCPE.

41. **Researcher** 19:03
Okay.

42. **Head Teacher** 19:04

The schools in the community come together and work on testing their children to see how we are progressing or not. So, they came to a total of 27 tests which they are carrying out the class 8. By the time we reach KCPE, they will have written 27 papers.

43. **Researcher** 19:52
Okay. So class 8 has 27 tests and others have fortnightly tests. And what happens after the tests?

44. **Head Teacher** 20:22
We keep filing them so that, for example, for a class 7 test, the next class seven who is now in class six, they can use them, or we can use them for re-examine class 7, just to check if the concept is well taken.

45. **Researcher** 20:58
Do you always do the revision after tests?

46. **Head Teacher** 21:02
Definitely. Immediately after test, we start revising, revise so fast so that you continue the normal teaching.

47. **Researcher** 21:19
I see, in your school, do you have any regular students performance record, a record that keeps students performance?

48. **Head Teacher** 21:46
The reports now when you record this just in case a parent comes, show the parent that look how your child is progressing, if he's not working hard, that is the time to share it with the parent.

49. **Researcher** 22:03
Teacher C just showed me the report cards that you give out to parents every end of term. Now I'd like to ask you about how parents are involved in this school. How do they involved in the school? How often do you meet them? What are their roles in the schools?

50. **Head Teacher** 24:25
It is a structure of the government that school committees or school management committees they should meet once a term. Either when they are beginning the term or finishing the term to give the picture of what is to be done.

51. **Researcher** 24:54
I see. And do you have any parents representatives in this school?

52. **Head Teacher** 24:59
In this school here, we are yet to elect one. This school is still growing, establishing parents meetings.

53. **Researcher** 25:32
I see. About the school choice, I was wondering how do parents choose schools in this area? This school is a charitable school and we have public schools and other private schools around here. How do parents choose which school to send their children?

54. **Head Teacher** 26:02

One, they look at the fee even on private schools, they compare the school fees. There are those who look at the fees, there are those who look at the quality of education offered in that school.

55. **Researcher** 26:19
Quality of education, you mean?

56. **Head Teacher** 26:23
The performance there is high.

57. **Researcher** 26:25
Okay, test performance.

58. **Head Teacher** 26:29
Right now, in public schools, for example, if you compare the performance at public primary school X is not the same as the performance at public primary school Y. The performance keeps on differing from school to school. So the parents choosing this school they are monitoring our quality of input and output to the children. That to say when the children reach home, the parents take books from them, examine the books of the children who are learning here, he examines the books that children are learning, look at the one, do we mark, do we go through that work to revise. So, that is the way parents assess. Now, if government was not supplying or giving free learning materials to public schools, they will be having very few intake because in private the parent buy every material for every child while in public the government brings in that learning materials. In public the government gives the stuffing those teachers are paid by TSC, while teachers here are paid by the owner of the school, the material that children learn is provided by the parent.

---second interview---

59. **Researcher** 00:02
I would like to ask you about the performance of the school, academic performance. How do you see it?

60. **Head Teacher** 00:11
It is increasing or improving, is good.

61. **Researcher** 00:19
If you compare last few years or so, do you think it's improving?

62. **Head Teacher** 00:24
It has improved. A good number there, class four, know how to read in English. It was hard to teach in English before, but now their understanding of English has improved, and the performance is so much quite high. So, there is a big improvement.

63. **Researcher** 01:07
And what do you think are the reasons for the improvement, what has brought this improvement?

64. **Head Teacher** 01:17
Attendance, attendance of the pupils and teachers, being in the class. And then, the teachers concentration is a major a major cornerstone, pupil attendance and teacher attendance, providing regular class. Usually this time (of the year), in the other years, when we reached this time, we were missing two teachers, we started with all of them

this year, 11 (teachers), which is a commendable job done. So every day, there is no class without a teacher.

65. **Researcher**
What do you think we can do to further improve the performance?

66. **Head Teacher**
Textbooks for further movement. Textbooks and other learning materials, such as maps or charts.

67. **Researcher** 03:18
Okay, so now, I would like to go through school aspects one by one. First question is about the support from parents including financial support and non financial support.

68. **Head Teacher** 03:52
Parents side, still weak. Parent support, is very low, which is questionable. It needs to be addressed. it is so because most of the parents, most of the children here they come from the needy families. Parents are poor. So when you send children to bring money on when you demand money from them, they are not going to raise even 50 shillings for exam fees. This is a major yardstick as far as financial support is concerned from parents is very low. So money, income at most homes is a problem.

69. **Researcher** 07:43
Another question, how do you see support from the government?

70. **Head Teacher** 07:50
The government does not bring in money to all private schools. It doesn't support.

71. **Researcher** 08:06
Do you think government should support?

72. **Head Teacher** 08:17
Government should supply learning material so that the children are on the same level. Learning material is a challenge, textbooks and other things, and they (the government) expected that private school to support by themselves. While some private school beginners (private schools recently starts operating) don't have the money, the capital, to buy all the required equipment. equipment should be provided by the government.

73. **Researcher** 09:11
How do you see the support from private donors which is I think bishop (the school owner) or the other well wishers bring?

74. **Head Teacher** 09:18
He (the school owner) is now bringing support from private friends, groups. They need to improve that to say they should give total financial support especially on structures and learning materials. If they could come with a structure with over three-story building, if it is given more money. But what about teacher salaries? What about learning material books? I know the support for food, a South Korean missionary who has given 10 bags of maize to support feeding.

75. **Researcher** 10:48
How do you see the materials used, teaching materials and learning materials? Are you satisfied with what you have?

76. **Head Teacher** 10:55

We demand more, we are not satisfied, we need more, to have manila paper to write, to draw pictures on those paper. Last week, I brought 20 manila papers, and I ordered from the person who supplies me to bring about 12 again.

77. **Researcher** 12:03
Okay. How they see teachers qualification here.

78. **Head Teacher** 12:11
Apart from all those P ones, they're all trained. All those ones are trained. Only this young lady has not trained. This should be improved, we are supposed to have qualified teachers. But what we take as allowances or pay is so minimal, quite low.

79. **Researcher** 13:48
Okay. Now, I would like to ask you about class size, which is teacher pupil ratio. How do you see it?

80. **Head Teacher** 14:01
It's Okay

81. **Researcher** 14:11
Then, how do you see the attendance of teachers?

82. **Head Teacher** 14:17
It's quite, quite, quite nice. We don't have regular absenteeism.

83. **Researcher** 14:39
About teacher continuation meaning teacher available throughout the year, maybe next year, three years, four years. How do you see the continuation?

84. **Head Teacher** 15:02
If we had qualified ones, they would stay longer. But these ones are not qualified. Yeah. They have one leg here, then they go look for where to go, what to do next, their future. They are looking for a place to go for training. Trained teachers prefer to be placed in a place where they can be paid higher salaries.

85. **Researcher** 15:43
Okay. What about the teachers engagement in teaching at school? Teachers engagement for teaching at school?

86. **Head Teacher** 15:55
It's very much concerned okay. I just say if we had materials like textbooks, performance he would very much go high. Because teacher pupil ratio is okay.

87. **Researcher** 16:24
Okay, now, I'd like to ask you about students attendance, how do you see the attendance of students?

88. **Head Teacher** 16:34
What makes the attendance to be poor is when we send them for bringing funds, otherwise they are attending and the attendance okay.

89. **Researcher** 16:53
How do you see students continuation? It means students promote to next great and then students retain in the school, no dropout or transfers? How do you see it?

90. **Head Teacher** 17:14
It is not steady or stable. For example, some parents traveled with three children to here but when she entered the compound, they felt that the facilities are not good for the children. So, facilities, physical structures have a negative impact on student growth, lack of facilities affect children to come in good numbers even though our classrooms (teacher pupil ration) are about 10 or eight pupil. These are factors that affects enrollment.

91. **Researcher** 19:26
How do you see students engagement in learning at school? Are they engaged in learning in a good way?

92. **Head Teacher** 19:36
Yes, this one is okay.

93. **Researcher** 19:45
Okay, then about the assignment or homework. Do you think you have a good system of frequent assignment or homework and regular checks as well?

94. **Head Teacher** 19:59
There is, yes, there is regular checking. No problem.

95. **Researcher** 20:19
About the exam and feedback system how do you see?

96. **Head Teacher** 20:23
I'm satisfied.

97. **Researcher** 20:36
Okay. How do you see the management here school management here? Do you find any program in my in managing the school?

98. **Head Teacher** 20:47
No.

99. **Researcher** 21:02
Okay now about the leadership role over yourself as a head teacher, do you find any challenges in managing this school?

100. **Head Teacher** 21:11
Yes, there are challenges especially from the needy parents is hard to share with them the issue of paying money.

101. **Researcher** 21:30
How do you see their attitudes towards school in general? Are you satisfied with the way of behaving?

102. **Head Teacher** 21:38
We have those who responded but they're not paying fully. I would say instead of paying fully 4500 Ksh, they pay only 1000 and then the payment goes away. So, the state of fees payment is poor.

103. **Researcher** 22:14
Okay I think that's all. We have covered all this. So I think we can finish this session thank you very much.

104. **Head Teacher** 22:03
By the end of next month, when things are settled. Some are still trying, try that place, let me try that place. And the most tricky or funny thing, most of our pupils who are very bright are approached to go to other schools. Those the brightest ones, two leading ones in class seven, they were taken to somewhere else.

105. **Researcher** 22:38
so what are the reasons for them to move?

106. **Head Teacher** 22:43
One, the government said that the performance, kids from public schools will be considered for best placing at best secondary schools.

107. **Researcher** 22:58
Okay, so it's more for the possibility to go to secondary school.

108. **Head Teacher** 23:05
From private, if a private candidate gets 400 marks, should not be considered to a national school, while in public, he will go straight away.

109. **Researcher** 23:19
So is it government regulation?

110. **Head Teacher** 23:21
The government was trying to discourage or it is a campaign against the private schools, private schools are doing very well, compared to public schools. So it is a campaign for people not to take children in private schools. The majority of the children in private schools are performing so well. And from there, they go to best schools. Even the other year, my best pupils, who came when they didn't know (perform well when they joined), they were taken to other schools, those parents removed them. The parent came with a cry, my child is not doing well, then when he has learned and become shining, the same parent runs away with the child (to join another school).

111. **Researcher** 25:35
On the other hand, we have some new comers here. So, what are their reasons to transfer from maybe public school to here?

112. **Head Teacher** 25:47
They are from public schools, especially they have learned that those who came here (this school) before reported back had an impact to the community where they live. When they came here they found there is a total teaching compared where they were before. So those parents who learned that bring their children to here.

113. **Researcher** 26:25
So it's more for the academic performance?

114. **Head Teacher** 26:31
Yes, academic transfer. When one wants to go to class five but the performance is not up to date, you need to repeat. So when he resists repeating, he dropped he transfers himself to where he will be taken. When you have to repeat class four because you're not doing well, then the parent resists, I don't want my child to stay in class four I want him to go to class five. You see, there is a challenge here. If another challenge, pressure, textbook pressure that bishop (the school owner) has not attained that portion

ratio properly. So we have less on some subjects, where we don't have textbooks. So we are just struggling to survive. For example, for my class eight, English, none came with a textbook. So, textbook is a big challenge.

Interview number 20: Private primary school B teacher A

Date	January 25th, 2019	Place	Private primary school B classroom
Participants	Researcher (interviewer) Teacher A (Male, 20s)		

Researcher 00:02

1. Thank you for your time. I'd like to ask you some questions about different aspects of this school. And I'd like to know, how you think about these aspects? But first, I would like to start with the performance of the school. How do you see the academic performance of this school?

2. **Teacher A** 00:38
   Academic wise, it is average. They are average. Okay, it's not too much high. Neither is neither too much low, it is just medium. Performance is you can see it is average.

3. **Researcher** 00:56
   Okay. If you consider like last few years, do you see the academic performance is increasing or decreasing, or stay the same?

4. **Teacher A** 01:09
   Yeah, I might say that it is, even though I've been here for the last one year. This is the second year I'm beginning. But if I follow the track from behind, it is improving. Okay, because sometimes there were classes, which were totally not acceptable. So teachers just used alternative methods to teach, like maybe borrowing a textbook from the neighborhood or from their from a fried teacher, from somewhere else, but now at least even though it hasn't met the expectation but somehow some classes have a few textbooks. Also the number of teachers has increased, it was maybe seven or eight. But now upper primary has nine teachers.

5. **Researcher** 02:05
   If we want to improve further, what do you think we need to do? Or what can be done to increase or improve academic performance?

6. **Teacher A** 02:26
   So to improve academic progress in this school, I think, number one, basing on the fact that this is a private school, the school maybe you think it needs some, maybe donors need to get some donors who stand up with it financially, to expand the facilities to motivate the teachers. Because that's all that can make the school improve. Academic wise, I think that is all that it needs basing on the fact that is a private sector, and it cannot receive any aid from the government. Yeah, private schools don't get any aid from the government, right, they rarely get. So all it needs is to be connected with the same old well wishers, donors to support it. Because these donors will help you to number one, to improve the facilities and when the facilities are improved, academic improves, when you have more books, there is more efforts for teaching. So the more facilities, the more learning progress.

7. **Researcher** 03:44
   Now, I like to go through each aspect one by one. First one is about financial and non financial support from parents. How do you see the support from parents?

8. **Teacher A** 04:09
   Yeah, the support from the parents is too low. It is too low to support the school to improve, actually the parental support in terms of finance, it is very low. It is below the expectation. Yeah.

9. **Researcher** 04:29
How do you see the support from the government? Are you satisfied? Are you not satisfied?

10. **Teacher A** 04:34
The support from the government is almost to zero.

11. **Researcher** 04:42
Do you think government should support?

12. **Teacher A** 04:48
it would be good if the government would come up to support the private schools. But now the problem comes. The government is too busy to deal with its own schools, its own teachers. So the government finds having no time for private sectors. Like, for example, the government cannot employ teachers in private schools, it is upon their (private schools') director to look for either retired teachers or teachers who have been trained or sometimes volunteers like me. I'm not trained. I'm not retired. I'm just I just volunteered to help the school. That is it.

13. **Researcher** 05:27
Okay. How do you see the support from private donors? How do you see their contribution? Are you happy with the support? Or the do you find anything that we can improve?

14. **Teacher A** 05:52
So previously, we had a donor. But unfortunately, she died. So since she died, the bishop (school owner) has been struggling to be connected to other donors, and he has not reached that maximum expectation for the school to be supported. He has not yet got permanent donors.

15. **Researcher** 06:29
Does it cause any challenges?

16. **Teacher A** 06:32
Yeah, it causes some challenges, because as you know, the parental financial support is low. So this means when you have a problem or a deficit in with the private donors, it means even the teachers will be paid low. So it affects the teachers a lot. And when it affects the teachers, it also affects the learners' engagement, because when a teacher is motivated, he is willingness to go and support a child extra to give an extra effort to support a child. Yeah, it (decrease in support from the private donors) demoralizes these teacher. So it affects both the teachers and children.

17. **Researcher** 07:27
I see. Next point. It's about teaching and learning materials. How do you see the availability of teaching and learning materials?

18. **Teacher A** 07:36
It is very low, it is very low. Yeah, we have less materials. We need more materials to meet the standard of education in Kenya, as we are speaking.

19. **Researcher** 07:53
How do you see teachers qualification here?

20. **Teacher A** 07:59

21. So teachers qualifications, for example, in the current staff, we have two members who are trained, who are trained, and they have Teachers Service Commission number, and all of them are retired. But the rest are maybe who are still in training, or the volunteers who are yet to join the colleges. But they haven't yet not yet trained, like myself.

22. **Researcher** 08:31
Waiting for the funds?

23. **Teacher A** 08:32
Yeah, waiting for the funds to join the colleges. Yeah, and those are the majority teachers in the school.

24. **Researcher** 08:42
Do you think this can affect some academic performance?

25. **Teacher A** 08:46
I don't think it can affect them, because this course, is the course that these all these teachers have gone through. Yeah. And probably, before you are admitted to the school to a school to teach they consider the grade, you performed at the KCSE (Kenya Certificate of Secondary Education) exams. So teaching by KCSE candidate cannot find a problem to teach at private school. So it cannot affect the performance of a kid. What will just affect the performance of the kid maybe is when the teacher is not motivated to do his work.

26. **Researcher** 09:29
And now about teacher compensation. How do you see the compensation at the school? something needs to be improved. On that area, we are not satisfied. To be realistic. Why is that? Is it because of irregular payment?

27. **Teacher A** 10:03
No, the payment as for this school, the payment is regular, but is too low, it does not meet their daily needs and so on. Though it is regular.

28. **Researcher** 10:18
Now, about the class size, this does not mean the physical size, but it's about the pupil teacher ratio. So the number of students one teacher has to teach at one time, how do you see?

29. **Teacher A** 10:32
for the school it is okay, the number is okay. At least the teacher can cater for all the pupils in a class in an easy way. The only problem that comes is the issue of the books, inadequate amount of textbooks. Yeah, but basing on the number of the pupils to the teacher, the ratio is okay.

30. **Researcher** 10:55
When you teach, you might find some weak learners or slow learners, how do you deal with these students?

31. **Teacher A** 11:04
So after teaching, a teacher should have some free time to attend to the slow learners. Or, alternatively, if he or she thinks she still have some time in that class, he shouldn't be worried, he might be willing also to repeat a concept to explain a concept for the second or even third time, to cater for the, for their for their for the needs of that slow learners. Probably, of course, she or he must be attended. It is the role of a teacher to ensure at least everybody has understood their concept.

32. **Researcher** 12:10
Do you think you can manage and you have enough time to give support to these weak learners?

33. **Teacher A** 12:28
The time is there. Yeah, of course the time is there. That's why you see the leaving time. The departure time from school shouldn't be four but we'll find as late as six some teachers are in school just trying to go some go back to the classes in the evening. This is an overtime of which this school is not catering for that. It is not paying for them for these allowances, overtime allowances, but just to take care of learners. They are just willing to go back in the classes after the departure time to help push some those weak learners to help, to push the syllabus so that it can be covered in time and have enough time for revision. That's why sometimes you will find me late here beyond for I'm just around or some decided that during the day they will not demand the goods they will just teach. So in the evening they use that hours to mark the books. So this is to create enough time for teaching and enough time for looking at the books

34. **Researcher** 13:41
I see about teachers attendance, how do you see?

35. **Teacher A** 13:46
The attendance is okay. That is okay. You can have a look in that attendance book because we allowed you here so you are free to do it. Let me just have it so that you can introduce to go through it nobody will interfere with. So this is our attendance book. It should be checked to the authorized people only. But for our case we think you are also authorized because you are also allowed to because you are in the school legally so it is just okay if you go through it. So the attendance is okay because the morning Lesson should start at age 8:20. But if you check, now, we have the name of the teacher, the arrival time. And the departure time. If you check like this one was here by 7:30, just before the lesson start at 8:20, she should have at least done something, maybe to just to help a child to help them or to help push to use this time to push syllabus. So this is an extra, what we call overtime. So in between 7:30 to 8:20. This one was in class, just she's not on duty, but she's early enough yet when to at least just to help a child. Yeah, so for the attendance, I don't think it has a problem. So you see it is before that the lessons begin there is like all the teachers are in the school. So when it comes to attendance, I don't think we have any problem.

36. **Researcher** 17:07
About the teachers continuation here. This means in public schools, teachers are permanently employed by TSC. So they stay at one school, maybe at least three, four, years, sometimes more than that, then they are allocated to another school. But here, how do you see the continuation of teachers?

37. **Teacher A** 17:38
For this school, and this is a common feature in all private schools. It's not easy for a teacher to be at one place for more than two years. It is not easy, because maybe she comes here, when she finds she has a lot to do but the payment is low. They are not in good terms with them layer with the employer. So she is here as she looks for an alternative school. She can join that as maybe a higher salary, higher facility, more facilities, and so on, or she is here. He is here. But he's looking for another activity that he can get involved outside there. Maybe is looking for a business that he or she can start. And she may decide to quit to abandon teaching and go for another activity. So the issue of payment has interfered with the teachers continuation in private schools. Yeah, the longest time a teacher can stay in a private school is, especially the youths like my age is

two years. Yeah, that is the longest, the longest ever period I've seen. But for those for those schools who are well paying, yeah, they might be there even for five years. Yeah. Maybe the school is paying well, there is motivation of the teachers. If he wakes up at 630 and goes in class he get paid for that extra time. Yeah. So, in private schools, that has been a great problem. So in fact, maybe someone who is permanent is the head teacher in a private school. And maybe because majority of the teachers in private schools are retired teachers, so they have full time to attend the school. At the same time, they are getting their pension somewhere in the bank. Yeah.

38. **Researcher** 19:36
About teachers engagement in teaching, how do you see teachers engagement?

39. **Teacher A** 19:43
I think it is just okay. The teachers engagement is maximum, considered it is maximum.

40. **Researcher** 20:03
Okay, now about student attendance. How do you see the way students attend to school?

41. **Teacher A** 20:16
Yeah, for the school attendance, it is just okay. Except for a few cases, where you find maybe a child from a totally poor family. Maybe she, he didn't have something to take in the morning, then he decides I'm not come to school, she would not come to school. So, but those are a few cases. But otherwise, the attendance is also okay. Like in my class, I rarely have absentees per week. They can be even two per week, which is not too bad.

42. **Researcher** 21:06
Okay, now about students engagement in learning at school, how do you see students engagement in learning at the school?

43. **Teacher A** 21:32
I think it is okay. We don't have a problem.

44. **Researcher**
Okay, about student continuation, this means students stay at school, without dropping out, they do not transfer to other schools, or do not repeat the grade and keep promoting to the next grade in the next year. So how do you see this continuation of students?

45. **Teacher A**
So when it comes to the continuation of the students, we have a problem, because as I told you, the school has not enough facilities, and a parent is willing to take a child to learn in an institution that provides adequate education that has adequate facilities, and it can take care of a child. So you find that when he notices that maybe the facilities in the school they are not meeting the expectation that he expected, you find the pupil is being transferred to another school. Yeah, learners have been transferred to another school.

46. **Researcher** 22:44
Okay. Now about assignment or homework of the school and its frequency, and it's checked by the teachers regularly. How do you see the system you have at the school?

47. **Teacher A** 23:06
We don't have a problem, I think the students comply well, and the teachers are also committed to check what they give and see how it is done. Because after every topic, or after every sub topic, a teacher is expected to do some few questions to check the ability or the understanding of our learners in that particular topic. So automatically in the following day, before he begins a new lesson, he has to check their work and see how

they understood the lesson. If they didn't, then he has to rewind that subtopic in brief before he moves to the next subtopic.

48. **Researcher** 24:06
Now about exam, so more like a test, how do you see the exam system here and its feedback system as well?

49. **Teacher A** 24:26
It is okay because exams are sought after every month for every month we have an examination. Like we are about to start, though we had some delays this month. But from next week you have to sit for the end month examination for January. It is kicking off next week about on Wednesday, Thursday. Yeah. Then that is regular, on February we should have an exam on March we shall have an interim examination. So the frequency is just okay. It is good.

50. **Researcher** 24:59
For the class eight, I think you have extra exams?

51. **Teacher A** 25:05
Now the class eight, at least takes a test after two weeks, they are expected to sit for an exam after every two weeks. So when you combine with the amount of exams, they have more exams to take compared to the lower classes.

52. **Researcher** 25:24
And can they all take these exams? Or are there any problems? For example, payment?

53. **Teacher A** 25:31
No, no.

54. **Researcher** 25:41
Now about the school management system, it could include a variety of things for example, parent involvement in management, or frequency of meeting with parents, or the decisions about how to use the funds, decisions are reflecting what is actually needed at the school, etc. So how do you see the management?

55. **Teacher A** 26:10
so with the management, I think there is a problem because when we say parental involvement, we have a problem, because you'll find that you are calling for the parents, the parents will not appear, maybe because of one or two reasons, maybe a parent has not completed the school fees that he is expected to pay. So he just avoid being questioned about that, and we find that he or she's not complying. So, this (parents' low attendance rate) automatically affect frequency of meetings, because these meetings will not be successful. Yeah, so we end up having and maybe even one meeting per year, maybe where we have to meet with the but the parents of a particular class, for example, we are about to register class eight for the examination. Now, they are they have no option but to come to attend the meetings that will be called soon. Yeah. Now the decision made and based on the school needs, it should be an involvement of the teachers, parents, and even the Board of Management. Yeah, but you will find also parents not involved well due to the non-payment of school fees , which affects the (underrepresentation of parents in) decision making. So yeah, I think there is a problem. Personally, you know,

56. **Researcher** 27:33
when parents come to the school, what do you discuss? Is it about purely about academic things sometimes discuss within management issues?

57. **Teacher A** 27:43
number one, when a parent immediately apparent arrives, you have to discuss the progress of a child, not only academically, but even in terms of behavior. Yeah, you can even discuss her health issues, health affairs, also talk about the payments, maybe she has to pay, just to remind her, and to explain to her why these payments are needed, in at this time, a frequent time and so on.

58. **Researcher** 28:21
Okay, last question is about the leadership role of head teacher, do you think the head teacher is leading the school in a good way?

59. **Teacher A** 28:32
he really tries, tries, maybe if he encounters a problem, this problem comes from the director or from the management, maybe they failed to provide something to this facility. So you find it is a big challenge for the teacher. But he has been trying because I have seen him going around the schools looking borrowing textbooks, we use them for some time and take them back. So at least his leadership and his management is just okay. Yeah. He's really trying.

60. **Researcher** 29:07
Okay. maybe final question will be on school choice for parents or students as well. What are the components that are affecting the decision making about which school to send children?

61. **Teacher A** 29:45
So the matters affecting these issues, number one, is just the performance of the school. Number two, the facilities.

62. **Researcher** 30:24
Okay, I think that's it. And I would like to thank you for your time and comment. So I want to know why even though there are many challenges, this school would perform better.

63. **Teacher A** 32:02
That's a good, that's maybe just in addition to that, the program where you will be shocked to find that private schools have more teachers who are not yet trained, but they are performing more than the public schools that have more teachers and more facilities being provided by the government. Now, that comes from that the mentality that private schools are expected to perform better. So you find the teachers in private schools, despite the payment, the low payments, the challenges, they are just committed, they are just motivated to, to see that they are achieving some goal. Then number two, most teachers in private schools basing on the fact that they know they are not trained. So they fear being defeated. They fear being defeated, and being undermined because they are not trained. So they motivate them they are encouraged to do more. So they do a lot of research and read books. So you will find that these teachers are motivated, they want to show to the teachers who are trained, and in most cases, they defeated them. That's why you find the private schools beating the public schools, even though the public schools have more trained teachers. So to meet and achieve these, you'll find they are coming very early in the morning, leaving late trying to give as much work as possible. And that is the main factor that makes this school to perform better than the public schools, most public schools, although we have some public schools who which are very much competitive. So the head teachers motivate the teachers with the cash with everything to ensure that they are running where they are competing the other schools that are on top. Yeah. So maybe in addition to that, that's what I can say. So when you fear to be defeated, we do a lot. When you have that fear of being defeated, you will have to do a

lot, you will not even sleep, you will find out that you are waking very early in the morning, you are sleeping late yes to ensure that you are doing something extra than your competitor. So this is the filter that has affected the performance in private schools. So as because maybe two in addition. It is only that someone like me, I'm not trained. So I don't have that privilege, I might miss most privileges in the schools around. So what can defend me and make me get another chance is the way I've performed in my subject in the school. That's what would make a director somewhere to look for me and offer me a job. Yeah. So this, this is one of the things that is motivating the teachers in private schools.

64. **Researcher** 35:27
    So that means the experience here will help you because you're trying to get a teaching job. So experience here can help you get a job opportunity. Yeah,

65. **Teacher A** 35:43
    exactly. Appropriate.

66. **Researcher** 35:46
    I see. Do you find students here have more disadvantaged family background compared to children in public schools?

67. **Teacher A** 37:13
    Yeah, they are disadvantaged because basing on the fact that the foundation of this school was to support the kids that totally needy and those that are totally orphans.

Interview number 21: Private primary school B teacher B

Date	January 25th, 2019	Place	Private primary school B classroom
Participants	Researcher (interviewer) Teacher B (Male, 20s)		

1. **Researcher** 00:14
   So I am looking at different aspects of the school and I'd like to know about your opinion or your views about each different aspects of this school. I would like to start with your background. what was your background before coming here? Or how long have you worked here?

2. **Teacher B** 00:50
   I came here in 2017. September 2017. September. So, from 2017, September up to 2018. September, that is almost one year. And then we break through 2018. So this is 2019. So, it means I've already covered one year, and possibly, and a quarter. almost one and a quarter. Yes.

3. **Researcher** 01:23
   Okay. So, about the academic performance of the school, the school, how do you see the academic performance here? Do you think the school has a good performance?

4. **Teacher B** 01:41
   About performance, I can say, it is just average, to just average, because some of the pupils, we are dealing with that from different schools. Some of them were forced maybe to repeat there. But when they come here, at least some of them they can score to 50 Max and above. So they are actually average. Yes. We cannot say good performance, because good performance, it means you always produce quality max and above. Yeah, but in here, we just have average performance.

5. **Researcher** 02:23
   When you compare with 2017, 2018, do you see the performance is improving? Or is it kind of decreasing? Or does it stay the same? How do you see?

6. **Teacher B** 02:38
   the performance is improving, because when this school started, they started with only one teacher. So you found that it is that teacher was teaching the whole subject. So the teacher was overburdened. So it didn't even have time to spend much time to spend in a certain subject. Because the teachers who are less, she'll find some compulsory subject that are missing teachers. So it means the syllabus will delay. And also, the pupils might not have attention of the teacher, because the teacher is overburdened with a lot of work. So you can say the performance has really improved.

7. **Researcher** 03:28
   What do you think we can do to improve the performance?

8. **Teacher B** 03:34
   To improve the performance for the first of all, you make sure that there are enough textbooks and revision materials. And then we will teach discipline in schools, proper discipline. We enact discipline in school, then we ensure that resources are enough, like textbook, the visual materials, those ones and then also we unite with parents unite with parents, we ensure that there is maximum cooperation between the teachers and parents. Because if there is that interaction, whenever the parents are called into a meeting, they respond very fast. Maybe they're told to respond to school fees to pay money for examination papers, rather than sending the pupils home, wasting a lot of time in the way they do. As to ensure this interactional maximum conversion between the teachers and

parents And then also we actually do a lot of exams, we can say we are continuous assessment test to be continuous, we test the children regularly. So, exams and continuous assessment and also boost the children performance. And then also creating extra time creating extra time between the teachers and the pupils. Yeah.

9. **Researcher** 06:18
   Okay, so now, I like to go these aspects one by one. So, first one is about financial and non-financial support from the parents. How do you see the parents' support to the school?

10. **Teacher B** 06:59
    So, in terms of support from the parents, it is not satisfactory, but a good number of them are trying. We'll find that some of them respond to school fees. Those will respond to when it comes to bringing maize and beans to care for the kids. But there are some who don't even respond to school. From January to November, the parent has never even stepped in a school. Yeah, so that is a challenge. When you tell the kids go and bring 50 shillings for examination, you will find some have brought. And But here I've seen a few, very few, in fact, we had by some of them, maybe they're orphans, who don't have parents in so they just live maybe with a guardian. And you might find that grandmother doesn't have even any support. Yeah, so maybe he or she, he or she has just send the pupil to school but you'll find that grandmother is not capable of just providing the food at home, but money for examination. It disturbs a lot. But a good number that trying at least they respond to financial issues.

11. **Researcher**
    Okay, now about financial and non financial support from the government. How do you see government supports through the school government support for the school?

12. **Teacher B**
    only thing that government has supported this school is maybe the registration of candidates. Yeah, that one is free to all private. It has assisted us with the free registration.

13. **Researcher** 09:21
    Do you mean registration of class eight for KCPE?

14. **Teacher B** 09:24
    Class eight for the exam. And then also and then also an initiative that has started the government has started building water tanks and toilets in all schools across the county. But it is in process, already they have started going around. So, water tanks is in process and even toilets. And then also they are trying to provide books at least they print more books such that even if private school they will not get free at least they will be able to buy at a certain price, but not much that expensive as compared to the normal ones that are in bookshops. So, at least they will offer those books to public school at free and then private they will have to lower the price so that at least each school can get the book at an affordable price.

15. **Researcher** 11:11
    how do you see these support from the government?

16. **Teacher B** 11:21
    They needed to improve or need to because some private schools that are complaining books are not enough, you can find a certain school they only got three copies, or five. So I think they need to improve. The only problem is that when they print, they print very slowly because there are very many schools. So if they print enough today, you'll find

after maybe two months, you are told to go and pick them up. Because now if they print books after two months or one you'll find as certain schools have delays because of lack of the textbooks to teach they need to improve on that.

17. **Researcher** 12:41
okay, now about the support from private donors, which means in these school's case the bishop and other church organization, how do you see their support?

18. **Teacher B** 13:09
Actually, it is okay. Because they normally bring us some exercise books for the kids. And then they also bring maize. So they brought 15 bags. And then books they normally bring exercise books for the children. Yeah, and then also the uniforms they normally bring. Yeah.

19. **Researcher** 13:59
Okay. About the teaching and learning materials material, do you think this school has a good number and adequate teaching learning materials?

20. **Teacher B** 14:17
on teaching learning materials they need to improve so much, they need to improve so much because especially on revision materials, and textbooks, and also exams, because you see, we depend on the money to go and buy exams in order to give the kids. We are supposed to test the pupils regular not once per month, or twice per month, supposed to be done weekly. After every topic. We tested the pupils with or at least a quiz or a CAT. So you can find the we only depend on the money to go and buy that exam. Yeah, same for revision materials.

21. **Researcher**
Okay, now about the teacher qualification of this school, how do you see the qualification of teachers at this school?

22. **Teacher B**
teacher qualification is not that satisfactory. But at least they have skills they can teach. They have skills, but the government, the government insists on teachers who are trained and have employed or employed by the government, the Teacher Service Commission. They are very much reluctant, they can't employ very many teachers at a go. So they have to employ slowly by slowly and slowly by slowly, but there are some schools, they lack enough teachers, for example, private schools, and also there are some public schools you may find on the teachers who are employed by the government, there are only five yet you have almost 1200 pupils to teach. So you find it is a bit problem. So there they need to improve on employment. And then for this school, I can see all teachers, they just have skills, all of them they have skills, at least they have something to teach.

23. **Researcher** 17:47
So you don't find any problem?

24. **Teacher B** 17:55
No, I don't find any problem.

25. **Researcher** 17:58
Okay, about the teachers compensation, how do you see? Do you think they are doing enough? Or do you think we can improve?

26. **Teacher B** 18:22

Generally, if you look at teachers who are who are waiting to be employed by the government, it's just the teachers who are in private and the public those that have not been employed by the government, the salary is too low in general, because the school cannot afford to pay teachers.

27. **Researcher** 19:20
Do you think you yourself as a teacher getting satisfactory level of salary or do you think there should be more encouragement or more compensation?

28. **Teacher B** 19:37
It is satisfactory but they need to compensate. They need to compensate extra time and also in weekends we also come, so they need to add more compensation. There even some teachers they come here very early in the morning and also leave late in the evening. So they need to improve on compensation.

29. **Researcher** 20:06
Okay. About class size, not the physical size of the classroom. But the population, the number of students one teacher has to teach in one class, how do you see this ratio?

30. **Teacher B** 20:33
The ratio of teachers to pupils is actually fine. You go in a class and you find you're only dealing with the six kids, you know that marking is not very much to us. There is no teacher who is overburdened a lot, at least you can find you have time to go to a certain class. Here, population size is too low, and also the teacher to pupil ratio is okay.

31. **Researcher** 22:19
About teachers attendance, how do you see the teachers attendance at this school?

32. **Teacher B** 22:28
Yeah, they come daily even weekend. Maybe, if the teacher is maybe has a role to be stuck somewhere he has I think there are some issues to deal with. He may ask for permission to go. But here you can see teachers they normally come up including the lower classes.

33. **Researcher** 23:13
Now about the teacher continuation, means in government schools teachers stay in one school, sometimes three years, four years, five years, or more than five years. How do you see the continuation of teachers here?

34. **Teacher B** 23:50
Continuation of teachers, yeah, normally affects pupils because you'll find maybe you've started teaching in that school for three years. And then you've gotten somewhere where you want to go. So you know, the pupils were used to you. So when you go and then they get another teacher, it takes some time for them to adjust. Yeah, it will take for them sometimes for them to adjust. So you find the performance will actually drop slightly, but for them to adjust slowly, it will take actually some time for them to come to normal. Yeah. So that actually disturbs them a lot. That does actually affect them.

35. **Researcher** 25:18
Okay, now about teachers engagement in teaching at the school. How do you see the commitment of teachers at the school?

36. **Teacher B** 25:40
They are very much committed to work. Even some of them they arrived here as early as seven sharp for the pupils to do their daily routine, and then you will find them certainly

in class for studies. Even you find one teacher teaching that extra time. So they're very much committed. And even late evenings, you find some teachers, they leave very late as late as six 6pm is when you see them leaving, especially the pupils from upper primary that that is class six to class eight. So the teachers are very much committed. And also the finish the syllabus on time.

37. **Researcher** 26:44
Okay, now about student attendance. How do you see, How do you see the way students come to school, do they come everyday?

38. **Teacher B** 27:05
The attendance is regular. The only problem is maybe when he's sick. So but the attendance is regular, at least I've seen most of the parents here, when the pupil doesn't come to school, they come and inquire from the teachers, why is it that my pupil is not coming to school. And if they cheated, they will deal with the pupil accordingly. But the attendance here is regular. I've not seen a case where our pupil disappears for almost a week or two weeks. It is very rare. The parents here they normally cooperate with us. So attendance is regular, it's okay is no problem.

39. **Researcher** 28:27
About students continuation This means students that keep staying in the school so no dropout or maybe no transfer to other schools and is promoted to next class, how do you see this continuation?

40. **Teacher B** 28:51
some pupils were migrating to another school that is what we have seen, there are some migrating, given transfers by their parents to go to a certain school and then also here promotion is just all of them that are promoted to the next class, because they are very few. So promotion to the next class is also regular. Yeah. And also there are also some who are coming from other schools. Especially a few ones go and then more are coming, as compared to those who are going to other schools.

41. **Researcher** 29:40
So, continuation wise, do you see any problem?

42. **Teacher B** 29:47
There is no problem in that, because the school is this young is too young. So we need more pupils to come and increase the population. So we just need more people to come and multiply so that we can meet the standard required by the government. So each class is supposed to have 15 candidates in order for it to be registered by the government. So those that are going out are the ones who are giving us problems. But here I can see very few are the ones who are being transferred to other schools. But we normally have more visitors, especially this January, yeah, we had more visitors coming.

43. **Researcher** 31:07
Not all the students performance well, and there are some slow learners or weak learners. How do you deal with these students at class?

44. **Teacher B** 31:23
So weak and quick learners, you can maybe form groups, if you have formed a group, you know, and you have known each and every capability. So it doesn't mean that when you are in class, you go very fast, you also considered those that are weak. But after normal teaching in classes, who might get extra time and then divide them in groups. So you know, this one, here is a quick learner group. So you will need to go according to his pace. Because if you mix them in a certain group, this one, understand slowly and this

one understand faster. So those are that they are quick learners, who just deal with them very fast, because they are quick. And those are that are slow learners, you go with them slowly release to teach them as many times as possible, and also create most more time to them, so that they can get what you're teaching them. But those quick learners, you just you just separate and form groups, and then those quick learners, you can give them learning materials. But when it comes to just teaching in class, you goes at a at a slower pace so that each and every pupil can get what you're teaching. And if those quick learners, they feel like going ahead of the teacher, they are free. They can go ahead and do much extra work and also take to the teacher after some after that lesson. They are free also. Those are some pupils they are very fast. Even come to tell you to add them some more assignments. Okay, now, students engagement in learning. How do you see the way students study here? they are committed. They are committed because we just see from assignment. Whenever you leave assignment, they do it very fast. Yeah. But we have small, just small minor cases, whereby maybe people didn't do the assignment because maybe you're sick. Maybe it didn't attend the lesson. He was sent home to kind of bring maybe school fees. So those are minor cases. But when they are when they're in class, all throughout the time, throughout the day, when you leave assignment, they respond. So they are very much committed.

45. **Researcher** 36:33
About the homework or assignment, and then the daily checks of this assignment, do you think the system of giving them homework assignment and checking them works good in this school?

46. **Teacher B** 36:55
It is fine, but some teachers normally say it is good you give the assignment in school, if you give them an assignment to go and do at home, they will be helped by their elder brothers and sisters. So if you test them in class, immediately you finish teaching, they do it and then bring it even at in the evening. And then you mark it, if needed, you give them more (homework) to go and do at home. First of all, start from the school, give them in school.

47. **Researcher** 39:28
In practice, how often do you give them assignment?

48. **Teacher B** 39:43
For subjects like Mathematics and English, it is daily, day to day. Other subjects, you can give them assignment after two days or even three. Yeah. So after because you will find some subjects like science and social studies, social studies, it requires the learner to read.

49. **Researcher** 41:42
About the exam and feedback system here, do you think you have good frequent exam and feedback system?

50. **Teacher B** 41:57
We need to improve it more frequently. At least, we need to do an exam after one week, rather than giving them an exam, three exams per term, that is very tricky. So, here they need to improve on the frequency of examination. And the problem which is disturbing us is just the materials. We'd love to have materials printed here, original exam materials, then examination would not be the problem.

51. **Researcher** 43:32
Now about the school management systems, for example, the way parents are involved in management or the frequent meeting with parents or the decisions about how to use the funds, how do you see the school management in general at the school?

52. **Teacher B** 44:18
About management, they need to improve on management. Because there are some parents that not even they don't even respond. You need to still force them to come. Because some parents whenever you call a meeting, they will not come. Some will come some will not. They need to respond very fast and pay fees and buy school uniforms for kids. this school is supposed to have the Board of Management. So, these are members that they meet, we meet annually to discuss the progress of the school. The bishop (school owner) of this school has not yet appointed the board of members, but he is in process. It is only that he is called very much committed. He has so many things to deal with. But he has it in mind. He said he wants to form Board of Management, then they will meet even if it means once annually. They take down minutes on the progress of the school, what they need to do to plan for this as so that when they need to improve on it.

53. **Researcher** 48:34
The last point is about leadership role of head teacher. Yes. So how do you see the head teacher of this school? Is he leading in a good manner?

54. **Teacher B** 49:09
The leadership role, he's actually very fine, because we actually respect and we also have teamwork with him. Not that he's perfect. All of us we give ideas. Yes, yeah. If a parent comes to inquire in something, all of us will come and give ideas. That's why we normally have staff meeting. So all of us will come together, because if we leave the decision with the head teacher alone, he might be able to deal with issues. So you just have to come together some decision making all of us. So we normally come together. Even besides academic issues, there are also some issues like maybe cases where a parent wants to know why the pupils book is not marked, some things like that. So when the parent comes to school, we come together, and to give ideas.

55. **Researcher** 51:31
As we just discussed before, we have some students coming in, and some students might leave here and transferred to other schools. So parents, they are making decisions, which school to send pupils, how do they decide? What are the points that they consider to decide which school to send their children?

56. **Teacher B** 51:59
So what normally makes them to decide is when, when results are out, results for the Kenya national examination. They will say, my pupil is very much eager to pass the exam, so I will take him to him or her to that performing school, so that you can go and get funded for the secondary school. And also this issue of payment, payment of school fees. And also some of them are forced to transfer because of the punishment. So the parent might complain my pupil being caned so much and then we find the pupil is being transferred to another school where there is no cane.

57. **Researcher** 54:36
Do we see some students from public schools?

58. **Teacher B** 54:54
Yes, some of the cases they are forced to repeat in a certain school. And then their parent says, my pupil cannot repeat. So, issue of repeating, and also maybe the pupil may have committed a bad offense and he was chased away. So, he has to look for another school. So, that one also will affect a pupil who will have to transfer to another school.

59. **Researcher** 55:53
So more like a discipline issue?

60. **Teacher B** 56:01
Yeah, discipline issues, and also even laziness. And also, some of them are told to repeat, but the parents refused.

61. **Researcher** 56:25
I think that's all. Thank you very much for your time and all the comments.

Interview number 22: Private primary school B parent A, parent B and parent C

Date	June 7th, 2018	Place	Private primary school B classroom
Participants	Researcher (interviewer) Interpreter (Female, 20s) Parent A (Female, 40s) Parent B (Female, 30s) Parent C (Male, 40s)		

1. **Researcher** 00:01
   Okay, so I would like to know about your contribution to schools. These include school fees or what you do for the school.

2. **Parent A** 00:36
   I pay school fees and I bring maize, i bring firewood, and when there is any manual work such as cleaning I come.

3. **Researcher** 01:10
   okay, whatever you?

4. **Parent B** 01:11
   school fees, 4 tins of maize and 2 tins of beans.

5. **Parent C** 01:25
   school fees, maize and beans. As a community, we provide security. We look out for school. We look out for the children. When a child has a problem, we would report a case. As a community We provide water, when there's no water in the well.

6. **Researcher** 02:55
   okay About your child and students here, does he or she have enough learning materials, including for example, notebooks and pencils?

7. **Parent A, B and C** 03:14
   Yes.

8. **Researcher** 03:44
   I will go back to about parents' role. Okay. Are you involved in any school management? Do you or any other parents here are involved in the school management?

9. **Parent B**
   we're involved as class representatives. Yes, like, all other classes. The parents come in they choose one parent as a representative. The parent, the parent representative, enables communication between the school and the rest of the parents. Once per term, parents and teachers get together and discuss about a student's performance.

10. **Researcher**
    What about the support from government to this school?

11. **Parent C** 11:03
    There is no support from the government it is because this is a charitable private school. So mostly the parents and the bishop (the school owner) is doing the support.

12. **Researcher** 11:16

Okay next question is about teaching materials, which are materials needed for teaching how do you see the teaching materials in this school?

13. **Parent C** 11:45
    We have a shortage of textbooks, but we see good improvement in blackboards.

14. **Researcher** 13:27
    I previously asked about the learning materials about your children. But in general, do you think the students in this school have enough and adequate learning materials?

15. **Parent B** 13:52
    We want to support, but some parents cannot afford to buy exercise books.

16. **Researcher** 16:18
    Next question is about facilities of this school. Do you think this school has a good facility?

17. **Parent A** 16:26
    I'd say the classes are in improved condition with cement.

18. **Researcher** 17:49
    About the class size, number of students per teacher, do you think the school has a good class size?

19. **Parent B**
    I see the ratio is good. Yeah

20. **Researcher**
    Okay, next question is about teachers commitment to teaching. Do you think teachers in this school are hardworking and they're taking care of children?

21. **Parent C** 19:26
    I see when my children come home, when I checks the children's book, I see that teachers are doing a good job and we can see progress from the children's book.

22. **Parent A** 20:21
    they're working hard because when I just compiled the book I can see the marks they give assignment.

23. **Researcher** 20:52
    About the student assessment and feedback system, including exams and daily homework or home assignment, do you think this school has a good system to check students performance?

24. **Parent C** 22:21
    When my child comes back home with the report card, I can check and see that working well.

25. **Researcher** 23:18
    okay, about the student attendance and their promotion to the next grade, how do you see about this student's attendance and their promotion?

26. **Parent C**
    I see teachers are good and students don't drop out. Dropping out is bad.

27. **Researcher**
About the academic performance of this school, so test scores, how do you see the performance of this school?

28. **Parent A** 27:29
Because this is a new school, it's just beginning, the performance is not bad, but compared to Public School C, the performance is not as good as Public School C.

29. **Researcher** 27:55
In general, when compared with public schools how do you see the performance?

30. **Parent B**
we are happy. Of course we know that it will be improving in the future.

31. **Researcher**
What are the big differences between public schools and this private schools?

32. **Parent C** 31:16
This school children are always in class, not always sent home to get things, so always at school. They don't have to go home to get school fees.

33. **Parent B**
Teachers are more committed at this school. At public school C, at the end of the month there are fixed payroll paid. So teachers are not committed because they know at the end of it, I have something, reward that is their payment per month. Here, based on the output from the children, the bishop pays teachers, so they have to work hard and get committed to make the children perform better because the bishop wants to see them the children working harder.

34. **Parent A**
I have two children one there at a public school and the other right here (private school B). At home I frequently found that teachers at the public school don't give them homework. The teachers don't come to class frequently. And here, students are learning, and at the end of the day, they are given homework.

35. **Researcher** 38:40
I see. So, what was the reason you chose to send your children to this private school?

36. **Parent C** 39:42At public schools, most of the teachers don't teach the students well. That's why I decided to bring my child here.

37. **Parent B**
I'm a single parent. I considered bringing my child here because at pubic school C they don't provide lunch, the feeding program they don't have it. So instead of the child coming home every day and everyday lunchtime, I prefer to bring my child here, because here, we have feeding program, my child eats at school, studies then just goes back in the evening. Also, the school fees, it's cheaper here.

38. **Researcher** 48:31
I would like to know about your thoughts about this school. So what do you think is good about the school and what could be improved?

39. **Parent A** 48:42
Teachers are committed in teaching the students, pupils, in the way they should be teaching.

40. **Parent B** 54:29
Because it's a private charity school, some children are not able to continue secondary education.

Interview number 23: Private primary school B parent D

Date	January 23rd, 2019	Place	Private primary school B school ground
Participants	Researcher (interviewer) Interpreter (Female, 20s) Parent D (Male, 50s)		

1. **Researcher** 00:39
   Today I have some questions for you about the schools. Please be free to ask me any question if there's anything you want to clarify or you are not sure. How do you see the academic performance of the school?

2. **Parent D** 02:51
   It is improving.

3. **Researcher** 02:54
   okay what do you think the reasons for improvement?

4. **Parent D** 03:08
   Students' work is appropriately marked well by teachers.

5. **Researcher** 04:19
   So, what do you think we can further improve the academic performance?

6. **Parent D** 05:04
   There must be trained teachers who are ready to help the pupils. Also, we need some books, apart from the textbooks and exercise books, there must be revision books, extra books for their work.

7. **Researcher** 05:39
   Okay, now, I would like to ask you about some aspects of the school. First question is about financial and non financial support from parents. How do you see the support from parents?

8. **Parent D** 07:04
   Because the parents are not financially stable there's no need of increasing that cost for parents.

9. **Researcher** 08:06
   Okay, now, second one is about the support from the government. How do you see the support from the government?

10. **Parent D** 08:36
    Because this is a private institution, we don't receive any support from the government, but if the government can accept and support us, we would receive it. We'll be happy.

11. **Researcher** 09:26
    Okay. Next one is about support from private donors, how do you see the support from the bishop (school owner) and the church organization?

12. **Parent D** 10:14
    They do a good thing, bring their donations and they should continue to send other donations that will come.

13. **Researcher** 10:30

Next one is about teaching and learning materials. How do you see the availability of teaching and learning materials?

14. **Parent D** 11:09
Teaching and learning materials are insufficient, we just have a few but if we can get more we shall appreciate.

15. **Researcher** 11:22
About teacher qualification how do you see the status of teacher training here?

16. **Parent D** 12:13
As we advance with the school, if the teachers get time, we should add funds for more training where they can be qualified.

17. **Researcher** 12:30
Okay, next one is about teacher compensation, this means allowance or salary for the teachers. How do you see?

18. **Parent D** 12:43
Since they just do voluntary work if the bishop (school owner) were in position he should increase something on the side of payment.

19. **Researcher** 13:41
Okay, next one is world class size. It doesn't mean physical size but its pupil teacher ratio or the number of students that one teacher has to teach at once. How does he see the situation?

20. **Parent D** 14:01
No problem since the classes are not overcrowded and the teachers have easy time with the pupils for interaction. For now, they still have a low population, but with the time as the populations goes up, we shall increase the size that was again the number of teachers

21. **Researcher** 16:25
Okay. Thank you. Now about teachers attendance, how do you see teachers attendance? They are always present for their work. And about teacher continuation? Which means teachers does not quit job and continue to stay in school for a number of years.

22. **Parent D** 19:14
For those who are trained, always available, but for those who have not trained, they teach for a certain period of time, for example, from January to September, then they go for their studies. So you get that time for their studies. It's difficult to get another teacher to step in. I'm not happy because pupils get affected (by the teacher turnover).

23. **Researcher** 20:03
Okay, now about teachers engagement in teaching, do you think teachers are committed to teaching in the school?

24. **Parent D** 20:43
Teachers' engagement is okay.

25. **Researcher** 20:55
About student attendance, how do you see the way students attend this school?

26. **Parent D** 21:25
The attendance of the pupils is fine but if there are more pupils, better.

27. **Researcher** 21:30
okay. What about the student continuation, which means students stay in the school and promote to next grade on a regular basis? So, no repeating or transfer to other schools.

28. **Parent D** 21:51
Some parents bring their children here, but at the end of the year, as the parent look at the student's progress, continuous progress of the kid, the student has improved, (but) then the parent takes him or her to another school, which I'm not happy.

29. **Researcher** 23:21
Why are they moving their children to other schools?

30. **Parent D** 23:24
Maybe they will. Because here we have two types of these students, that those who are totally orphan, they are sponsored, and those who are at least able, at least their parents pay something not everything, at least something. So if they're asked maybe 100 shillings for lunch. They see that's very expensive. If they're asked to buy books, they transfer to other public schools.

31. **Researcher** 24:18
Okay, now about the student engagement in learning. So do you think students are studying very hard here? Most of their learning is good. They are committed. Okay, now about the assignment and homework and regular checking of them, how do you see the assignment or the homework and check system here?

32. **Parent D** 25:29
So they should be given homework frequently then teachers should go through to check their work. Current situation is satisfying. but if there were some more books, revision books, for the pupils to be given, more work to be done at home.

33. **Researcher** 26:36
okay, then about the exam and feedback system, how do you see the way we do the exam in this school and the way students get feedback?

34. **Parent D** 27:14
I'm happy about the system of exam.

35. **Researcher** 28:05
okay, about the school management system, it means the way we manage this school. So, this could include for example, parents involvement in management, there are frequent meeting with parents and teachers, or the way decision is made about the school management is reflecting the school needs. How do you see?

36. **Parent D** 29:58
Not all the parents are involved in the management of the school.

37. **Researcher** 32:07
House often do you have a meeting?

38. **Parent D** 33:13
The meetings are there termly, then at the beginning of the year. We have three meetings because it is termly, plus annual general meeting.

39. **Researcher** 33:32

Okay, last question is about the leadership role of head teacher. How do you see the way head teacher leads the school?

40. **Parent D** 34:07
    The head teacher does his work well, there are no mistakes.

41. **Researcher** 34:16
    If you were to improve something, what would you say?

42. **Parent D** 34:50
    About the salary, if the bishop or whoever is concerned on the side of salary payment could increase teachers' salary, they are motivated.

43. **Researcher** 35:09
    okay. Thank you very much.

Interview number 24: Private primary school B parent E

Date	January 23rd , 2019	Place	Private primary school B school ground
Participants	Researcher (interviewer) Interpreter (Female, 20s) Parent E (Female, 40s)		

1. **Researcher** 00:28
   I'd like to ask you about the school, especially I will ask you some aspects of the school and how you see them. First, how do you see the performance of this school, academic performance?

2. **Parent E** 02:16
   The performance is good, and is improving.

3. **Researcher** 02:34
   Okay and what do you think are the reasons for this improvement?

4. **Parent E** 02:43
   Yes, teachers are committed.

5. **Researcher** 02:48
   anything else?

6. **Parent E** 02:52
   Discipline of the pupils.

7. **Researcher** 03:00
   Okay, anything else?

8. **Parent E** 03:01
   Students' and teachers' reporting time in the morning is early and allows longer time of study.

9. **Researcher** 03:29
   Okay, then if we want to improve the academic performance further or even higher, what do you think we can?

10. **Parent E** 03:38
    we need hard work of both teachers and pupils

11. **Researcher** 04:03
    okay. Anything else?

12. **Parent E** 04:18
    There must be enough revision materials.

13. **Researcher** 04:23
    Anything else? Okay. Let's move to this list of questions. Okay. So how do you see the support from parents to the school?

14. **Parent E** 05:32
    The development of the school must be supported from the parents. For example, in terms of money, for example, it should be contributed 100% ratio (some parents have not contributed), so maybe it should be increased to what is required.

15. **Researcher** 06:26
About the support from the government how do you see the support from the government?

16. **Parent E** 06:34
It's only private and independent school, so the government does not support. I'm not happy because the government does not offer any support.

17. **Researcher** 07:12
Okay, about the support from private donors including the bishop (school owner) and church organizations. how do you see their support?

18. **Parent E** 07:25
It's okay. The support from the donors to the bishop, they should continue and it should not reach somewhere to be diminished.

19. **Researcher** 08:29
Next one is about availability of teaching and learning materials. How do you see the availability of teaching and learning materials?

20. **Parent E** 09:00
There is not enough teaching and learning materials. They should be added more.

21. **Researcher** 09:11
About teachers qualification, how do you see the situation of the teachers here?

22. **Parent E** 09:44
So the teachers are well trained because they do their work. They work well and they're committed.

23. **Researcher** 10:07
Okay, then about the compensation or the allowance or the salary of the teachers, how do you see the compensation for teachers?

24. **Parent E** 10:26
Teachers just do their voluntary work, but there is a need their salary should be increased.

25. **Researcher** 10:52
Okay about the class size of the school how do you see the ratio between teachers and students at the school?

26. **Parent E** 11:23
The ratio of the teacher for the pupils is good.

27. **Researcher** 11:34
About the teachers attendance, teachers come to school every day and there's no problem in attendance? How do you see the situation?

28. **Parent E** 11:45
There's no problem. Teachers attend school regularly, there is a regular attendance.

29. **Researcher** 12:13
About teachers continuation, while at public schools, teachers are permanently employed, here, the situation is different. How do you see the situation?

30. **Parent E** 13:23
Bringing in a new teacher or a new staff frequently is a big problem for the children for interactions with him or her because they're not used to, so it is a big problem.

31. **Researcher** 13:47
Okay about teachers engagement in teaching at school, do you see teachers here are committed to the teaching?

32. **Parent E** 14:04
They are fully committed.

33. **Researcher** 14:24
About students attendance here, how do you see the way students attend the school?

34. **Parent E** 14:37
The pupils are supposed to go to school frequently and they are always present. There is no problem on that.

35. **Researcher** 15:10
Okay, now about the students continuation, so how do you see the way students are promoted to next grade on a regular basis? No dropout, no transfers or no repeating as well.

36. **Parent E** 16:26
The pupils are always promoted due to their hard work.

37. **Researcher** 16:44
okay about the students engagement in learning at school, how do you find the children here, are students here committed to learning?

38. **Parent E** 16:59
The pupils are committed in their work and are willing to work

39. **Researcher** 17:19
and is there anything we can improve

40. **Parent E** 17:39
Parents buy and bring the books, if the school can get these from the donors and employ more teachers, pupils will be improving. If there are more books, learning materials for the revision, from these donors or any other place, they could chip in for the improvement of the students. And more teachers should be employed to cater for pupils.

41. **Researcher** 18:48
About the homework and regular check of homework, how do you see the way teachers give homework to students and the way teachers check the homework?

42. **Parent E** 19:02
Pupils should be given homework and checked as usual, my kids receive homework and they are checked. So, it's fine.

43. **Researcher** 20:20
Okay. Now about the exam and feedback system, how do you see the way the school conducts tests here and give feedback?

44. **Parent E** 20:50
I'm happy with the way the exams are conducted since after the exams have been done, teachers start revision for pupils to get to understand everything.

45. **Researcher** 21:42
okay. Now about school management system, it can include a very general issue about management, but for example, the way parents are involved in this school, the frequency of meeting or the way decisions made for this school is reflecting the actual needs on the ground, etc, how do you see the school management system here?

46. **Parent E** 22:38
The parents are always called upon to be involved in the meeting. They discuss what is supposed to be done. I'm happy with the way parents are involved.

47. **Researcher** 23:32
About the leadership role of head teacher, how do you see the way the head teacher leads the school?

48. **Parent E** 23:40
I think the leadership qualities are commendable, but then the problem I experienced on the leadership side is a lack of textbooks. If the head teacher were to get a support from another person or any other resource they should be brought for kids in classes.

49. **Researcher** 24:52
Okay. This is final question. How did you choose, or why did you decide to send your children to this school instead of other schools around here?

50. **Parent E** 25:32
The reason is because other schools have a corporal punishment. They're always sent home for collecting school fees.

51. **Researcher** 26:22
I think now we can end our interview and I'd like to thank you for your time and all the information you gave me.

Interview number 25: Private primary school B School Owner

Date	January 29th, 2019	Place	Private primary school B teachers' office
Participants	Researcher (interviewer) School owner (Male, 50s)		

1. **Researcher** 00:02
   So past maybe I would like to start with the history of the school When and how did you start the school? Okay.

2. **School owner** 00:20
   This is a vision that I developed because I was brought up from a poor background. And when I looked at the passion of these children, I thought that most of them will now go through what I went through when I was a small boy. Then, I had a vision to think that I can do something to develop the most of because I came from the same background, on the ones that my background was, was even worse than this was.

3. **Researcher** 03:58
   When did school start?

4. **School owner** 04:25
   2015.

5. **Researcher** 04:28
   When you started, it's not these eight classes and ECD?

6. **School owner** 04:45
   I certainly didn't have these, I started from ECD to class four.

7. **Researcher** 05:16
   Since then the population student population is increasing?

8. **School owner** 05:19
   it is increasing, most students come in. And we're able to admit more students to come into from poor backgrounds, orphans and vulnerable students.

9. **Researcher** 05:35
   In general, how do you see the academic performance of this school?

10. **School owner** 05:52
    In general, I can say that if you're given the right facilities, because right now what we are doing is like we are just trying to survive with what we have. But if you got the right facilities, these kids are just like other children, if they put the right system on the hardware and coach well, and if they're given the right books, and if maybe facilities like library where they can do more reading for themselves, and also, well, mainly if they can get good facilities, the children can do very much well, the facilities is just a problem.

11. **Researcher** 06:33
    So current academic performance, how do you see?

12. **School owner** 06:38
    The current, it's average, average because we had the first 10 kids took exams, at least 80 percent of them went to secondary school. So it's a good performance, performance.

13. **Researcher** 06:59

In order to improve this academic performance, higher, better, what needs to be done?

14. **School owner** 07:09
Number one, that we need to have good facilities, we don't have good buildings. If you look at buildings, you look at desks, you look at the conditions. You look at classrooms, these are more or less, that are just closer to shanties because they're not built on standard. But if you can have good facilities, let's say good classrooms, then we have good facilities like stationery. We have enough textbooks, we have enough teachers, there are teachers who come in out of goodwill. But if you can have a proper way to motivate them to make it to keep them to pay them well. And to make them spend more time with the kids, teach them and maybe give it some hours of coaching can have better academic performance. And if you get enough supplies, we don't have enough supplies. Some of them, sometimes they don't have pens, they don't have books, and they are you see we are depending on the charitable things, maybe we'll get donations, he gets more things. But if they can have proper supply, and they have well managed staff, they have good learning facilities like classrooms, desks, good lighting system. And again, you see, we don't have water here. Sometimes you have to release them early, they have to fetch the water by themselves. But if you had water, the facility, and everything well supplied, they can have ample time to stay in class. And it they have books that they can do even more better.

15. **Researcher** 09:32
I'd like to ask you about the financial and non-financial support from the parents. How do you see the support from the parents?

16. **School owner** 09:46
Financial supports from the parents are poor. Because one is that some of the students don't have parents. Number two, their parents are extremely poor. For the few who come from homes where their apartments they're extremely poor. That's the fact why they could not be schooled, we salvaged them. Some of them who got them just from street boys, and others were in homes where there was no parents complete.

17. **Researcher**
What about support from the government?

18. **School owner**
Well, support from the government, we don't get any support from the government. Because the government has not been able to cater for everybody. The government cannot manage it. What we're suffering is just, it's just because the government cannot support, like right here, we don't get any government support. Yeah, so the government here has failed, it has not been able to support anything.

19. **Researcher** 11:14
about the support from private donors, I think, yourself and other maybe church related organizations, they are the ones who is supporting the school. How do you see their support?

20. **School owner** 11:29
Well, it is not regular support, because now these are just well wishes, sometimes you can get this support or cannot get it. So it depends mainly sometimes we ourselves like myself, I can also give in whatever the support in their own hands. Sometimes I can use whatever I have, I can share with them. And once we have, well, we just like recently had somebody just came raised 10 sacks of maize. And that maize is now able to keep the students eating and going. So we live on what we call charitable help. Little support that

you can get from any well wisher in a church or anybody, they support us and we move on like that.

21. **Researcher** 12:15
    Do you see any problem in the private donors support?

22. **School owner** 12:18
    it is not easy, there is a lot of problems. One is that it is not reliable. Because sometimes when you need it, it's not there. And because it's not reliable, it is not the best. Anybody who comes in, we keep on talking to them requesting and appealing, then finally find the support comes in. But it's not sufficient, and it's not reliable.

23. **Researcher** 13:01
    Next one is about teaching learning materials. How do you see the availability and adequacy of teaching learning materials here?

24. **School owner** 13:11
    This is charitable school, like right now, I was supposed to look around and ask people to donate books, maybe families where the children have finished school, I go to them and I tell them give me textbooks that children left. And I'm able to pick a number of them just asking for books to be able to bring them to these kids. So the teaching material is one of the facts I told you that is what is lowering down the standard of performance, because we don't have reliable supply of teaching material.

25. **Researcher** 13:46
    Next one is about teacher qualification. How do you see the teacher qualification here?

26. **School owner** 14:03
    It is still a problem. One is that you are depending on teachers that can be willing to work voluntarily. To find highly trained teachers who are paid highly cannot work here, because we can't afford to employ them, and we cannot pay them. So because of that, we depend on maybe retired teachers who can come and volunteer. And we can give them what we call allowances. Maybe at the end of the month, we can give an allowance of charitable support that the God can share something to them, another month they go with nothing. So it's basically voluntary work. And sometimes we depend on school leavers (secondary school graduates) to become a teacher because of unemployment in Kenya. We asked them to come around so that they can teach. So, we thought we'd give them what we call a small allowance, just to appreciate their work.

27. **Researcher** 15:09
    About the class sizes, which means the number of students per teacher, how do you see the situation?

28. **School owner** 15:21
    We cannot control because of compassion, we are out to take any child who comes in that is helpless, cannot leave them. When we come to public schools, they are real overcrowded. They have many students, badly crowded, however here, because we are picking a few and mainly charitable ones who cannot afford to go to public schools, where maybe classes are not really populated like the public was.

29. **Researcher** 16:41
    Now about the teacher attendance, how do you see teacher's attendance?

30. **School owner** 16:52

Well, there are a number of things to consider. Because you see, these are people who are volunteering. And when somebody's volunteering cannot put pressure, we try to talk to them, because they mainly came on voluntarily purposes. We just try to talk to them, give allowances to come and support. They shouldn't then work hard to give quality work since they're doing willingly. But it's a bit fragile, because you have to appeal to them, we have to talk to them, we have to keep on making them understand the point that these kids need help. And they have to sometimes work under stress. They work under stress, because you know, they need to be to get paid, they need to meet their needs. But sometimes you find that somebody can come, maybe a month has ended if you don't have anything to give them, although they are willing to volunteer and continue to work, but they're not working under the environment where saying that maybe at the end of the month, I'm going to get some kind of pay that goes to sustain their needs. But you keep on appealing to them and the client to encourage them to request them to do it voluntarily.

31. **Researcher** 18:09
About the teacher continuation, in public schools, teachers are permanently employed, they stay in school for a few years or more than a few years, maybe five years sometimes. How do you see the situation here?

32. **School owner** 18:33
It's a bit different because the people who come voluntarily ,sometimes they can run out of that grace and the fact that maybe somebody change mind and go where they can be paid better. Some of them want maybe just to contribute to the community to help. But since they equally also in a problem, because they have their personal needs. So if they find a place where they can go and get more, better earning, a proper income, we cannot keep them stay in the school.

33. **Researcher** 19:50
Next one is about the teachers engagement in teaching. So how do you see their engagement in teaching?

34. **School owner** 20:03
as far as I'm concerned, so you just removed that point of voluntary, I know that everybody needs what we call motivation. And if they're well motivated and encouraged, well, they can commit even more. If there's a way of motivating them, they can do better. Because sometimes they can come here, there's no tea break, there's no lunch. And sometimes they eat maize or they don't eat, sometimes they work but get nothing. If they are well paid and well settled and cared for, they can give more performance, they can give good results. About the student continuation, this means students does not dropped out of school, does not transfer to other schools, but students continue promoting to the next grade. So no repeating. How do you see these points? so far, we have had them doing well. And they have been able to move from grade to grade. Sometimes children who came from poor backgrounds, some of them can find academic challenge, some of them outgrow their age and they feel shy to stay among the little age children. So when they go through such challenges you find that some of them want to run out of school and that can make them not follow the system well. But we have got them from very young age and you raise them up, they concentrate well, they follow the system from baby class from, from early childhood until we get them to class eight with no problem.

35. **Researcher** 23:41
next one is about the student engagement in learning, student commitment in learning, how do you see their commitment?

36. **School owner** 24:03

It's not really stable like those come from good background. Because some of them need a lot of encouragement, need to be encouraged, need to be talked to, need to be explained a lot to see the need of studying. So their concentration is not really good at the beginning because they had lost hope. So you have to do a lot to bring hope so that when hope is gained they begin to concentrate again.

37. **Researcher** 24:45
Okay, about the assignment or homework and regular check system here, how do you see the way teachers give homework to students and they check these assignments on the regular basis?

38. **School owner** 25:18
They check on the assignments, they check on their homework, they ensure that the children are doing homework and assignments given to them satisfactorily. So we are encouraging teachers to work very hard so that they can help students, they don't miss assignments and homework.

39. **Researcher** 26:14
Okay, now about the exam and feedback system. So different from daily homework, it's about the exam or test, and the feedback system. How do you see?

40. **School owner** 26:42
With exam, now it is really expensive to give an exam. Because there are so many things that are required. Because of the struggle of facilities, we are not able to meet the standards required for exams. But if we had well paid teachers, enough stationery, good facilities in classes, then you could be able to offer good exam quality. But because of the conditions we are in, we are not able to afford all this necessary items and in fact we end up doing what we can manage to give. Exam is a challenge because the expense involved is a big challenge.

41. **Researcher** 26:14
Okay, finally, about the leadership role of the head teacher. How do you see the way the head teacher is leading the school?

42. **School owner** 26:42
Well, one thing is that he does the best he can, he has gone through a bit of struggle. He has done things out of sympathy and kindness. He struggled so hard to do his leadership, because his hands are tied up due to financial difficulties. They cannot do anything he wants to do freely.

43. **Researcher** 30:42
Okay, thank you very much for your time.

Appendix 11 Case 4 private primary school B field notes

# and contents	Date/Methods 1: observation 2: informal interview 3: document review
1. School assembly starts at 8am on every Monday and Friday	28-May-2018/1
2. Reminder of exam fee payment at school assembly	28-May-2018/1
3. Pencils are provided for those who do not have them for exam	28-May-2018/1
4. Exam questions (written in English) are read out at grade 1 and grade 2	28-May-2018/1
5. Grade 1, 2 and 3 left school at 15:10	28-May-2018/1
6. Grade 4, 5 and 6 left school at 16:10	28-May-2018/1
7. Exam started at 8:00	29-May-2018/1
8. Boarders take breakfast during the second morning break	30-May-2018/1
9. Exam reviews started at each class, for all day	30-May-2018/1
10. Grade 7 and 8 review exams together social studies and CRE	31-May-2018/1
11. 4 teachers at school assembly at 8:15, 3 more after assembly, HM at 8:50	4-Jun-2018/1
12. Grade 3 English class: 4 pupil books (textbook) for 13 students and 1 for teacher, notebook and pencils for everyone, 2-3 students sharing a desk	4-Jun-2018/1
13. Grade 5 English class: 2 pupil books (textbook) for 9 students, notebook and pencils for everyone, 2-3 students sharing a desk	4-Jun-2018/1
14. Grade 8 CRE class: textbook for teacher only, teacher writes down contents of the textbook on the blackboard, then students copy what is written on the blackboard, notebook and pencils for everyone, 2-3 students sharing a desk	4-Jun-2018/1
15. Grade 7: no teacher, 2-3 students sharing a desk	4-Jun-2018/1
16. Grade 2 hygiene & nutrition (social studies) class: 2-3 students sharing a desk, notebook and pencils for everyone,	4-Jun-2018/1

textbook for teacher only, teacher writes down contents of the textbook on the blackboard, then students copy what is written on the blackboard	
17. Grade 4: no teacher, 2-3 students sharing a desk	4-Jun-2018/1
18. Grade 6 Math class: 2 textbooks for 3 students, 2-3 students sharing a desk, notebook and pencils for everyone	4-Jun-2018/1
19. 7 teachers (4 male and 3 female), head teacher (male), 1 admin staff (female) and 2 kitchen staff + 2 preprimary teachers (both female)	4-Jun-2018/1
20. 2 retired teachers (HM and 1 male), 6 young and mid-age teachers	4-Jun-2018/1
21. 1 young teacher to join university in Nairobi from Aug and working temporally, other 3 young teachers waiting for opportunity to go to college	4-Jun-2018/1
22. 1 new teacher came and taught for 1-2 weeks but left soon	4-Jun-2018/1
23. 1 mid-age teacher left school and joined different private school in the next village	4-Jun-2018/1
24. teacher applicants' interview was held (2 applicants: 1 male and 1 female)	4-Jun-2018/1
25. self-study in grade 6-8 in the afternoon	4-Jun-2018/1
26. extra classes after 4pm for grade 4,5,6,7 and 8. Grade 8 has longer hours.	4-Jun-2018/1
27. Copying textbook to notebook as a preparation of class due partly to lack of textbook	5-Jun-2018/1
28. Homework assigned and checked everyday for English, Math, and Kiswahili	6-Jun-2018/2
29. Parents decide which school to send their children by academic performance such as how many passed KCPE, how many go to national secondary school	7-Jun-2018/2
30. regular joint tests with schools in the same sub-county, HM (who live next to public school B) makes arrangements to accommodate their students in public school B for the tests	7-Jun-2018/2

31. New comer to the school must bring school fees, maize, beans, notebooks, pencils, any records of previous schooling (exam results cards, notebooks, etc), etc	7-Jun-2018/2
32. announcing results of exams at school assembly to motivate students	8-Jun-2018/1
33. 47 boarders: 36 orphans and 11 non-orphans, they are sent home during school break	8-Jun-2018/2
34. 80 sponsored children (orphans and needy children) and 40 non-sponsored (fee-paying) children (figures include primary & pre-primary)	8-Jun-2018/2
35. School fees for the orphans and needy children (poor family background) are paid by the Bishop, they need a letter from local chief	8-Jun-2018/2
36. When fees are not paid, call parents and talk to them, which takes place on monthly basis	8-Jun-2018/2
37. When not paid, do not send students back home, as it is understandable, call parents and wait, or receive whatever amount they can afford	8-Jun-2018/2
38. some students are not wearing uniform because their parents cannot afford to get one for their child	8-Jun-2018/2
39. School facility, materials needed are paid by the bishop	8-Jun-2018/2
40. No fees for Saturday extra class	8-Jun-2018/2
41. Bishop calls teaches one by one to the teachers' room and pay salary (monthly basis)	8-Jun-2018/1
42. Disciplining students: 'excuse me, may I come in?' when entering teachers' room, 'Excuse me, may I go for toilet?' during class	11-Jun-2018/1
43. Disciplining students: Class starts with '(Good morning class) Good morning (afternoon) teacher, how are you teacher? (I'm fine and how are you?), We are fine thank you teacher. (Sit down) Thank you teacher'	11-Jun-2018/1

44. Disciplining students: use of wooden stick for punishment, crapping for good performance, students to carry chairs for teachers	11-Jun-2018/1
45. Disciplining students: Before students leave school, they were called grade by grade, few words from class teacher (academic performance, student behaviour, etc), then allowed to leave school	11-Jun-2018/1
46. class breaks are not rigidly managed and next class usually starts late	11-Jun-2018/1
47. extra classes up to 4-4:30pm for grade 4,5,6, up to 4:30-5pm for grade 7 and up to 5:30pm for grade 8	11-Jun-2018/1&2
48. extra classes on Saturday morning for grade 5, 6, 7 and 8	11-Jun-2018/1&2
49. Since there needs to be at least 15 students to register as KCPE centre, class 8 students take KCPE at public school B	11-Jun-2018/2
50. Taking KCPE itself is free but repeaters have to pay roughly KSH5,000	11-Jun-2018/2
51. At public schools, school transfer or repeating often takes place when students' performance are below average	11-Jun-2018/2
52. At registered public and private schools, school transfers or repeating will become difficult due to new student registration system (face photo identified student profile)	11-Jun-2018/2
53. Teacher: at this school, repeating is not very common since the bishop discourage repeating practice and the school has small number of students in which weak students can be handled even though their level of understanding is low (and if allows repeating, there will be even less number of upper grade students)	11-Jun-2018/2
54. when a newcomer from neighbouring school comes, check his/her performance at previous school and interview him/her	11-Jun-2018/2
55. HM's role in school:'be present and supervise teachers'	12-Jun-2018/2
56. 7:30-8:15 is assigned as preparation time but no enforcement	12-Jun-2018/1
57. HT: the highest KCPE score 295 is not too bad given the fact that most of the pupils transferred to here are school drop-outs	14-Jan-2019/2

from public schools. Some could not read alphabet so we took them to pre-primary first to teach them how to read, now they can read and took KCPE	
58. Monday morning assembly: Punishment for those in class 5, 6, 7 and 8 who were absent from school on Saturday	21-Jan-2019/1
59. Monday morning assembly: Reminder of 50 Ksh for exam fees -> students went back home to collect the money (some missed whole morning classes)	21-Jan-2019/1
60. Monday morning assembly: Discipline: student should not leave school without permission from teacher	21-Jan-2019/1
61. HT: challenges in school facilities: male toilet ground sinking, classrooms by the road are in danger as loaded items sometimes came off the vehicle and hit the fence	21-Jan-2019/2
62. No classes in 3, 4, 5, 6 as many student have left school to collect exam fees	21-Jan-2019/1
63. HT: Payment of the fee is a challenge in rural area with poverty, some parents stay without payment, sometimes we send students back home for three times to get exam fees paid	21-Jan-2019/2
64. Some students come back with (others without) parents to make payment of exam fees, while others come back and tell the reasons for not being able to pay today	21-Jan-2019/1
65. Breakfast break for teachers extended for young teachers only and no classes in class 5, 6, 7 and 8, though other class teachers finished break and started teaching according to the schedule	21-Jan-2019/1
66. Class 8 go out and play during the break time	21-Jan-2019/1
67. Class 1 social studies, 9 students, 0 textbook, 9 exercise books, 3 desks and 1 textbook for teacher	21-Jan-2019/1
68. Class 1 science, 8 students, 0 textbook, 8 exercise books, 4 desks and 1 textbook for teacher	21-Jan-2019/1
69. Class 2 environment, 7 students, 0 textbook, 7 exercise books, 3 desks and 1 textbook for teacher	21-Jan-2019/1

70. Class 3 math, 8 students, 0 textbook, 8 exercise books, 4 desks and 1 textbook for teacher	21-Jan-2019/1
71. Class 3 social studies, 9 students, 0 textbook, 9 exercise books, 5 desks and 1 textbook for teacher	21-Jan-2019/1
72. Class 4 social studies, 12 students, 0 textbook, 12 exercise books, 5 desks and 1 textbook for teacher	21-Jan-2019/1
73. Class 4 English self-study, 12 students, 1 textbook, no concentration	21-Jan-2019/1
74. Class 5 English, 11 students, 0 textbook, 11 exercise books, 4 desks and 1 textbook for teacher	21-Jan-2019/1
75. Class 6 science, 7 students, 0 textbook, 7 exercise books, 3 desks and 1 textbook for teacher	21-Jan-2019/1
76. Class 6 English, 8 students, 1 textbook, 7 exercise books, 5 desks and 1 textbook for teacher	21-Jan-2019/1
77. Class 7 social studies, 5 students, 0 textbook, 5 exercise books, 3 desks and 1 textbook for teacher	21-Jan-2019/1
78. Class 8 English, 7 students, 3 textbooks, 7 exercise books, 3 desks and 1 textbook for teacher	21-Jan-2019/1
79. Class 8 Science, 9 students, 1 textbook, 9 exercise books, 5 desks and 1 textbook for teacher	21-Jan-2019/1
80. Teacher: at the beginning of the year, school transfer is common, and students settle down at the end of January	21-Jan-2019/2
81. Teacher: Parents transfer their children based on academic performance of the school and their level of financial ability to pay school fees	21-Jan-2019/2
82. Teacher: The manager (private donor supporting the school) is a busy man and he comes to school about twice per month	21-Jan-2019/2
83. Teachers started to leave school at around 15:00, at 16:30 there are only 2 teachers and no classes	21-Jan-2019/1
84. Class 1, 2, 3 left school at 15:45; Class 4-8 left school at 16:00	21-Jan-2019/1
85. Class 8 gone for exam at registered school (Public primary school B)	22-Jan-2019/1&2

86. Morning prep 1 of 7 classes with teacher, while others are self-study	22-Jan-2019/1
87. Teacher: When exam week comes, it interferes attendance of students as we collect money (exam fees)	22-Jan-2019/2
88. Students are sent home to collect exam fees, normal class are interrupted (as class needs to be repeated again later)	22-Jan-2019/1&2
89. No teacher at class 6 + 1	22-Jan-2019/1
90. Class 5 English, 7 students, 0 textbook, 7 exercise books, 4 desks and 1 textbook for teacher	22-Jan-2019/1
91. Class 7 Kiswahili, 4 students, 1 textbook, 4 exercise books, 2 desks and 1 textbook for teacher	22-Jan-2019/1
92. Class 4 Kiswahili, 10 students, 0 textbook,9 exercise books, 4 desks and 1 textbook for teacher	22-Jan-2019/1
93. Class 7 English, 4 students, 2 textbook, 4 exercise books, 2 desks and 1 textbook for teacher	22-Jan-2019/1
94. Class 6 English, 9 students, 0 textbook, 8 exercise books, 5 desks and 1 textbook for teacher	22-Jan-2019/1
95. HT: Bishop and HM work together to decide fund usage	22-Jan-2019/2
96. HT: Students population is decreasing partly because when parents come to see the school, poor school facility has negative impacts on them	22-Jan-2019/2
97. HT: School compound has been extending gradually through negotiation and purchase of surrounding lands	22-Jan-2019/2
98. HT: Sometimes I bring milk for teachers' breakfast and food for students' meal. I also chip in when urgent issues come up and cannot wait for the support from Bishop, for example, I bought manila papers for teaching aids	22-Jan-2019/2
99. 15:10- play time, 16:05 students sent to fetch water, no teaching (HM left school at around 15:00 to go to market), 16:20 class 1-3 left school, no teaching in class 4-8	22-Jan-2019/1
100. Morning prep 3 of 7 classes with teacher, while others are self-study	23-Jan-2019/1

101. Class 3,4,5,6 no teacher up to the end of first break, class started from 10:00	23-Jan-2019/1
102. Class 7 English, 5 students, 3 textbooks, 5 exercise books, 3 desks and 1 textbook for teacher	23-Jan-2019/1
103. Class 1 English, 10 students (3 without uniform), 0 textbook, 9 exercise books, 3 desks and 1 textbook for teacher	23-Jan-2019/1
104. Class 2 Hygiene, 6 students (3 without uniform), 2 textbooks, 6 exercise books, 3 desks	23-Jan-2019/1
105. Class 3 Math, 10 students (3 without uniform), 0 textbook, 10 exercise books, 5 desks and 1 textbook for teacher	23-Jan-2019/1
106. Class 4 CRE, 13 students (6 without uniform), 0 textbook, 12 exercise books, 5 desks and 1 textbook for teacher	23-Jan-2019/1
107. Class 5 Math, 12 students (5 without uniform), 4 textbooks, 12 exercise books, 5 desks and 1 textbook for teacher	23-Jan-2019/1 23-Jan-2019/1
108. Class 6 Kiswahili, 9 students (3 without uniform), 0 textbook, 9 exercise books, 5 desks and 1 textbook for teacher	23-Jan-2019/1
109. Class 7 Kiswahili, 5 students (1 without uniform), 2 textbooks, 5 exercise books, 2 desks and 1 textbook for teacher	23-Jan-2019/1
110. No teaching since 15:15, Class 1,2 left at 16:10, Class 3, 4 left at 16:15	23-Jan-2019/1
111. 16:15- Class 5&6 joint class, class 7&8 joint class up to 17:30; at 16:20 All teachers have left apart from 2 teachers in class and HM	23-Jan-2019/2
112. HT: in private schools and this school, teachers are more committed compared to public schools as they stay longer at school for teaching -> higher academic performance	23-Jan-2019/2
113. HT: Not match difference in academic performance between boarders and day scholars	23-Jan-2019/2
114. HT: Invitation to teachers' seminar come late via friend teachers in registered schools, HT attends seminar with another teacher roughly once per term	24-Jan-2019/1

115. Morning prep 3 of 8 classes with teacher, while others are self-study	24-Jan-2019/1
116. Class 4 Kiswahili, 11 students, 1 textbook, 11 exercise books, 4 desks and 1 textbook for teacher	24-Jan-2019/1
117. No teaching in class 3,4,5 up to 10:30, Class 6,7,8 self-study, class 3 no teaching 14:00-15:00, Class 4,5,6 no teaching 14:30-15:10, Class 7 no teaching 14:00-14:30	24-Jan-2019/1
118. Class 8 Kiswahili, 9 students (1 without uniform), 3 textbooks, 9 exercise books, 5 desks and 1 textbook for teacher	24-Jan-2019/1 25-Jan-2019/1
119. Class 1, 2, 3 left school at 15:55; Class 7,8 left school at 17:30	
120. Friday morning assembly: reminder of exam fee payment, teacher in charge class by class to check payment status and some students are sent back home	25-Jan-2019/1 25-Jan-2019/1&2
121. Food for feeding, teaching materials (chalks) are kept in locked storage and managed by the HM	25-Jan-2019/1
122. Class 1-3 one teacher teaches all subjects; class 4-8 subject teachers (in other 3 schools, class 1-8 subject teacher)	
123. Cleaning 15:15-16:00; Class 1,2,3 left school at 16:00; teaching at class 4, 6&7 joint class and 8; Class 5 assignment only; Class 5&6 left at 17:00; Class 7&8 left at 17:40	25-Jan-2019/2
124. Teacher C: The reason for this school to have higher academic performance than public schools despite lack of facility is that teachers are more committed to teaching	25-Jan-2019/2 25-Jan-2019/2
125. Teacher C: longer learning time at private schools contribute to higher performance	
126. Teacher C: at public school A it costs 500 Ksh to take entry exams and interview; when score is below 250, entry is not permitted; if between 250-300 asked to repeat, if over 300 accepted	25-Jan-2019/2
127. Teacher C: at public school A school is accountable to private donors, private donors require good performance,	

private donors motivate teachers by awarding the best performance subject teacher and taking teachers to tours	
128. HT: lack of textbook make it difficult for some subjects like English as the teacher has to write down a paragraph, story on a blackboard every time. Also, lack of exercise book makes it difficult to assign and check homework in multiple subjects simultaneously.	25-Jan-2019/2
129. HT: understand the owner's struggle in finding resources from private donors - *the challenges the owner of the school is facing, where to get the money to meet for the teachers to get the money run for to put up the structures to get the money to buy the learning materials and the food*	25-Jan-2019/2

Appendix 12 Oxford University CUREC approval

FW: CUREC Approval_ED-CIA-18-195

Education Research Office
Wed 04/07/2018 14:49
To: Fumiaki Sagisaka <fumiaki.sagisaka@sant.ox.ac.uk>
FYI

From: Lyudmila Nurse
Sent: 29 June 2018 15:01
To: David Johnson <david.johnson@sant.ox.ac.uk>
Cc: Jackie Bridges <jackie.bridges@education.ox.ac.uk>; Education Research Office <research.office@education.ox.ac.uk>
Subject: CUREC Approval_ED-CIA-18-195

Dear Dr Johnson

Title and reference number: **Community schools in rural Kenya: a viable alternative to state and private education provision for the poor? - ED-CIA-18-195**

The above application has now been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse http://www.nspcc.org.uk/Inform/research/questions/reporting_child_abuse_wda74908.html

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

Yours sincerely,

Lyudmila Nurse

Name Lyudmila Nurse
Title Dr

Dr Lyudmila Nurse
Research Fellow