

# Locally Hired Teacher, Government Employed Teacher and Pupil's Education Outcome in Kenya Public Primary Schools

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## Abstract

Do locally hired teachers benefit pupils' school achievements more than governmental employed teachers? This is the question to examine in this paper. In Republic of Kenya, there are two types of teachers teaching in public primary schools, governmental teachers employed by the government and "PTA teachers" hired by local communities. Although wage level for PTA teachers in Kenya is one fourth of that of government teachers, school outcomes of pupils taught by locally hired teachers are higher than those of pupils taught in controlled group schools, according to the result of social experiment (Duflo et al. 2012). Using nationally representing observational data from Kenya, this paper estimates the relative effect of PTA teachers on school outcome. In the end, by using Propensity Score Matching Estimation method, the result shows that the effect of PTA teacher ratio is positive and significant on school test score in all three subjects for lower standard grade pupils except Kernel and Radius matching and in Kiswahili subject for all seven different matching algorithms, though the magnitude of coefficient is relatively small. Although background mechanism of this finding is not solely determined, this paper is to assume that the effort level of PTA teacher in teaching tends to be higher than that of governmental teachers, based on several reasons.

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Keywords: contract teachers, PTA, teacher effort, test score gain, corruption, decentralization, institutions.