CHALLENGES FACED BY PRINCIPALS OF NEWLY ESTABLISHED SECONDARY SCHOOLS AND THEIR COPING STRATEGIES IN MWINGI CENTRAL SUB COUNTY, KITUI COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been previously presented for the award of degree or diploma in any other University.

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DEDICATION

This research project is dedicated to my husband John Silu, and our children Sheila Kalunda and Emmanuel Mumo. The project is also dedicated to all educational stakeholders in Kitui County and Kenya in general.
ACKNOWLEDGEMENTS

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Special thanks go to Beatrice Charles for typing and correcting typographical errors. Above all, I thank the Almighty God for being my steadfast source of strength and hope throughout the study.
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## ABBREVIATIONS AND ACRONYMS

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<th>Description</th>
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<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Lands</td>
</tr>
<tr>
<td>B.O.M</td>
<td>Board of Management</td>
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<tr>
<td>C.B.E</td>
<td>Curriculum Based Establishment</td>
</tr>
<tr>
<td>C.B.O</td>
<td>Community Based Organization</td>
</tr>
<tr>
<td>C.D.F</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>E.F.A</td>
<td>Education for All</td>
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<tr>
<td>E.R.S</td>
<td>Economic Recovery Strategy</td>
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<tr>
<td>F.B.O</td>
<td>Faith Based Organization</td>
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<td>F.D.S.E</td>
<td>Free Day Secondary Education</td>
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<td>F.P.E</td>
<td>Free Primary Education</td>
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<tr>
<td>G.D.P</td>
<td>Gross Domestic Product</td>
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<td>G.E.R</td>
<td>Gross Enrolment Ratio</td>
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<td>H.O.D</td>
<td>Head of Department</td>
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<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>K.E.S.S.P</td>
<td>Kenya Education Sector Support Programme</td>
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<tr>
<td>LATF</td>
<td>Local Authority Transfer Fund</td>
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<td>M.D.G</td>
<td>Millennium Development Goals</td>
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<tr>
<td>M.O.E</td>
<td>Ministry of Education</td>
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<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
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<tr>
<td>NERS</td>
<td>National Economic Recovery Strategy</td>
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<td>NGO</td>
<td>Non Governmental Organization</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>SSA</td>
<td>Sub Saharan Africa</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UNESCO</td>
<td>United Nation Educational Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

Rapid establishment of new secondary schools present unique challenges in the allocation and distribution of the few available resources which in turn affect the quality of secondary education. For example, in Mwingi Central Sub-county there has been an influx in numbers of pupils seeking secondary education due to the introduction of the free primary education and therefore establishment of new schools to accommodate the extra numbers among other factors. However, these new secondary schools are expensive to set up and maintain thus the resources available to the schools are far more limited than the demand. The principals managing these schools are therefore faced with unique challenges to ensure students acquire quality education just as their counterparts in well established schools. This study therefore, sought to find out the challenges faced by the principals in the management of these newly established secondary schools. The study sought to achieve the following objectives: to find out the contribution of free day secondary education to the rapid establishment of new secondary schools, to establish the availability and adequacy of physical facilities in the new secondary schools, to identify the financial related challenges faced by the principals in the newly established secondary schools, to find out the challenges principals face in the management of human resource and to identify the coping mechanisms by the principals to overcome the challenges of physical facilities, finance and human resources in the newly established secondary schools. The design used in this study was a descriptive survey. The target population was one DEO, one DQASO, and 32 principals from the 32 Secondary Schools in the Sub County giving a total population of 34 subjects. A sample size of 15 respondents comprising of one (1) DEO, (1) DQASO and 13 Principals was chosen for this study. Three instruments were used to collect data including; an interview schedule guide for the DEO and DQASO, and semi-structured questionnaires for principals. Descriptive statistics such (frequencies and percentages) were used to analyze quantitative data while content analysis was used to analyze qualitative data. The findings were presented using pie charts, bar charts and count distribution tables. The study found out that the introduction of the FDSE had contributed largely to the establishment of new secondary schools in the Sub-county. Principals face financial challenges, lack of inadequate facilities and shortage of teaching staffs. Among the coping mechanism employed by principals include delegation of administrative duties, liaising with BOM to hire teachers to fill in the gap existing in the teaching staff embracing conflict management strategies and maintaining honesty and accountability in financial management. The study recommends that long-term planning which predict future secondary education demand should be formulated. Such plans will enable the stakeholders to put up enough facilities on time and reduce managerial challenges. The government and education stakeholders should enhance community sensitization, and participation on matters of school management. This will help to give a sense of school ownership to the community and establish them as key contributors to the education sector. This will reduce local community politics and their involvement in students’ indiscipline.
CHAPTER ONE

BACKGROUND INFORMATION

1.1  Introduction

In this chapter background information that gives rise to the research problem is provided. The chapter also discusses the purpose of the study, objectives of the study, research questions, assumptions, limitations, delimitations, and significance of the study, theoretical framework, and conceptual framework, scope of the study and definition of central terms.

1.2  Background to the Study

The importance of education, as a dynamic and strong tool for developing individuals and the society at large, is increasingly being recognized, especially in developing nations. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). UNESCO (2005) argues that the level of a Country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right. The Human Rights Charter treats education as one of the human rights. Bishop (1989) indicates that in 1948 the Universal Declaration of Human Rights laid down Article 26, that everyone has the right to education and that education would be free, at least in the elementary and fundamental stages.

In Colombia, according to Kharmes (2000) the main problem, faced by school administration in secondary schools is inadequate educational facilities and access to education. Other obstacles include the ideology of the free higher education and the
opposition of the upper class to selective scholarships. This has led to privatization of education where educational facilities and qualified manpower, high quality and well motivated staff and a supportive culture is available. According to Diete (2004) in his study on transforming schools with a focus on modeling in Botswana, some of the pertinent problems affecting management of secondary schools include shortage of trained educators where, for instance many secondary school teachers lack formalized training and experience. There are also imbalances in supply with some unemployed teachers within to teach in schools where there are shortages but being rejected by those schools. A major shortage of mathematics and science teachers is experienced because most of the fully trained teachers have chosen to specialize in the “soft option” subjects of languages and religious studies.

In 1963 shortly after independence, the government of Kenya declared a fight against three enemies of development; ignorance, disease and poverty. In light of this, the government adopted a policy of universal primary education (Republic of Kenya, 1964). Since then, the government’s effort to expand educational opportunities had been informed by various educational commissions, the key ones being the: Ominde (1964), Gachathi (1976), Mackay (1981), Kamunge (1988) and Koech (1999) commissions. Alongside these commissions were relevant policy documents such as the Session Paper No. 86 of 1988 and the Sessional Paper No. 1 of 2005. When a new government was formed in 2003, one of the priorities was to re-avail educational opportunities in order to meet UPE. Free Primary Education (FPE) was, therefore, introduced. This resulted in a significant increase in enrolment from 5.9 to 7.2 million pupils. Due to the large increase in primary school enrolment the number of students seeking secondary school education has also grown
significantly. Enrolment trends in secondary schools show a steady growth from 860,000 students in 2003 to over 1 million in 2006.

Munavu et al., (2008) the gross enrolment rates rose from 32.6% in 2005 to 48.8% in 2011 Kenya Education Sector (2012), despite the increase in enrolment in secondary schools a large number of pupils leaving primary schools are unable to get vacancies in secondary schools. One of the factors limiting access to secondary education is the number of secondary schools compared to the number of primary schools. The number of secondary schools has increased from a total of 6,566 secondary schools in 2008 to 7,308 in 2010 against 27,489 primary schools in 2010, having increased from 26,206 in 2008 (Republic of Kenya 2012). This mismatch poses a major challenge in implementing the declared government policy of free secondary education with effect from 2008.

The current economic conditions have reduced most government’s ability to continue expanding educational facilities with the increase in student number. There is therefore need for fundamental restoring of the ways in which teaching and learning objectives are delivered in the light of increasing numbers including regular reviews of the curriculum. Adequate funding for provision and maintenance of infrastructure, provision of qualified human resources for innovative management and education delivery is urgently needed. There is need to address the process of transformation of the teaching and learning and quality outcome rather than principally on establishment of many secondary schools in order to accommodate the large numbers of primary school leavers, (Lang, 2008). Due to high demand for secondary education, the government through the Ministry of Education and
Constituency Development Fund has set up numerous secondary schools to cater for the large numbers of primary school leavers. In the years 2000 – 2011, many students have been enrolled for secondary school education. The biggest challenge is management of such school due to lack of physical structures, un-conducive physical and psychological learning environment, library, facilities adventurous playground, furniture, enough classes and staffroom (Gichuru, 2009).

To alleviate the shortage of secondary schools concerted efforts from the government, parents and donors both local and foreign have been focused in increasing the number of secondary schools. Such schools are especially developed through decentralized funds such as the Constituency Development Fund (CDF) and Local Government Transfer Fund (LATF). Faith Based Organizations (FBOs), NGOs and Community Based Organizations (CBOs) also invest in secondary schools and complement school construction by the Government.

In Kenya management related-problems for principals of secondary schools have been both turbulent and rapid. The unique challenges related to the increasingly complex and diverse nature of the student’s population and behavior, inadequate and inappropriate school physical facilities in untrained man power in the newly established secondary schools calls for greater knowledge, understanding and awareness of relevant legislation. Access to secondary education has continued to gain more significance to all stakeholders in education including the government, parents, teachers and even learners themselves. This is because secondary level education determines selection and admission to institutions of literary and higher education job preparation and is even regarded as a measure of social status.
Secondary education therefore lays a foundation for one to be more economically and socially productive, as well as lead a more satisfying life. It is for these reasons, among others, that access to secondary education has continued to expand through rapid establishment of numerous new institutions at this level. This expansion has been markedly rapid since independence, in comparison to other levels such as primary and university. This has covetable lead to quarries on the issues of relevance and quality standards of the education provided in many of the newly established schools. Secondary schools require enormous resources to establish and since the newly established schools are stop-gap measure, the resources allocated are not adequate.

The school principal as the administrator of the school shoulders the responsibility of the success or failure of the school. However, the principal must ensure that the multi-faceted problems facing the newly established secondary school do not hinder the efficient service delivery towards producing quality outputs. Given that newly established secondary schools have been set up to cater for the large number of primary school leavers, and the already existing ones have been expanded, the issue of administrative challenges faced by school principals become a serious issue of concern. It is this respect therefore, the researcher is motivated to investigate the impact of the newly established secondary schools on the quality of secondary education, related challenges faced by principals and coping strategies in Mwingi Central Sub County.
1.3 Statement of the Problem
The Free Primary School program of 2003 and the subsequent Free Secondary School program of 2008, have led to a surge in numbers of pupils seeking secondary education. In response different players have concertedly embarked in establishing new schools to accommodate the extra numbers. However, secondary schools are expensive to set up and maintain thus the resources available to the schools are far more limited than the demand. This has resulted in the emergence of small and unviable schools in some localities; many are still under construction and without qualified teachers or with limited numbers of teachers. The principals managing such schools are therefore faced with unique challenges to ensure students acquire quality education just as their counterpart in well established secondary schools. The study therefore, is aimed at finding out the challenges faced by principles in the management of these schools and their strategies to cope with these situations.

1.4 Purpose of the Study
The purpose of this study was to assess the impact and the challenges faced by principles of the newly established secondary schools as well as the coping mechanisms employed by the principles to overcome the challenges in Mwingi Central Sub County.

1.5 Research Objectives
This study sought to achieve the following objectives:

i. To find out the contribution of free day secondary education to the rapid establishment of new secondary schools.
ii. To establish the availability and adequacy of physical facilities in the new secondary schools.

iii. To identify the financial related challenges faced by the principals in the newly established secondary schools.

iv. To find out the challenges principals face in the management of human resource.

v. To identify the coping mechanisms by the principals to overcome the challenges of physical facilities, finance and human resources in the newly established secondary schools.

1.6 Research Questions

This study was guided by the following questions:

i. What was the contribution of free day secondary education to the rapid establishment of new day secondary schools?

ii. What was the availability and adequacy of physical facilities in the new secondary schools?

iii. What financial related challenges do principals face in the newly established secondary schools.

iv. What mechanisms were employed by principals to overcome the challenges of physical facilities, finance and human resources in the newly established secondary schools?
1.7 **Significance of the Study**

This study had the following significance:

i. This study may be of practical value in helping abate the challenges faced by the principals of the newly established secondary school hence enhance high quality staff and students performance.

ii. It is hoped that the study will help in pinpointing the areas and issues of challenge that have not been adequately addressed.

iii. The findings of the study may help the Ministry of Education, the government, local communities and school administrators with the knowledge, skills and strategies that are required in order to set up secondary schools at the right pace at the same time providing all the required physical and human resources.

iv. It is hoped that the findings of this study will be useful to policy makers, teachers and parents in providing them with the necessary information on how to address the issues of challenges faced in the newly established secondary schools and recommend appropriate coping strategies hence enhance the quality of education provided to secondary school students.

v. The key results of this valuable investment will be realized in the lives of secondary school graduates in Mwingi Sub County after various stakeholders apply the knowledge, skills and techniques recommended from this study.

1.8 **Assumption of the Study**

This study was based on the following assumption.

i. The current establishment of numerous secondary schools is due to high demand for cheap and affordable secondary school education and has been accelerated by the community initiative and government efforts through constituency development fund.
ii. The rapid establishment of new secondary schools caters for the large numbers of primary school leavers accelerated by the free primary education.

iii. The relevant stakeholders are aware of the need for more secondary schools hence are making efforts to provide adequate physical and human resources in order to enhance quality education.

iv. All respondents will co-operate and honestly respond to all questions.

1.9 Delimitation of the Study

This study had the following delimitations:

There is no guarantee that Mwingi Central Sub County is the most suitable area for this study; however the rate at which new secondary schools are being established in the Sub County made it suitable for the study.

The study involved only the newly and recently established secondary schools in the Sub County. Four schools established before 2008 were used for comparison. The only one private secondary school was not included in this study.

1.10 Limitation of the Study

This study was carried out in Mwingi Central Sub County as it could not be extended to cover the whole County due to financial constraints. The study targeted the DEO, DQASO and principals of secondary schools in Mwingi Central Sub County since it would be expensive to involve other stakeholders like parents and community members. Travelling to visit the schools may be a challenge due to scarcity of vehicles.
1.11 Theoretical Framework

A theory is a set of properly argued ideas intended to explain a phenomena. Theoretical framework (Normally descriptive) is an examination of the existing of self-formulated theories in relation to the research objectives. It refers to a set of interrelated variables, definitions and prepositions that present a systematic view of phenomenon by specified relations among variables with a purpose of explaining phenomena.

According to Strasser et al (1981), in their journal of management by the name “conceptualizing the goal and the system models of organizational effectiveness” using the systems theory describes the behavior of an institution both internally and externally. Internally, by looking at how and why people within the institution perform their individual and group tasks and externally, by relating the operations and transactions of organization within other organizations and institutions. Strasser et al (1981) further says that all organizations and institutions acquire both physical and human resources from the environment of which they are a part, and in turn provide goods and services demanded by the larger community and environment. The systems theory views an institution as one element of a number of elements that act interdependently. The flow of inputs and outputs is the basic starting point in describing the institution/organization. In simplest terms the institution takes resources from the largest (community/environment) processes these resources and returns them on a changed form. In relation to the study, the systems of a school community as an institution charged with the responsibility of establishing new community in starting secondary schools and setting strategies of coping with the school related challenges include the political leaders, government through the CDF,
The school acquires resources from the stakeholders to set up physical infrastructure and source for manpower and in turn, it is expected to produce good academic results based on the inputs given. All the stakeholders are the subsystems who are expected to play their role maximally for the benefit of the major system. A problematic system of an individual subsystem affects the proper and effective functioning of the major system (school) and the individual subsystem is affected reciprocally. This means that if one or more of the stakeholders do not play their role well, then problems are found to arise which in turn hinder proper management and functioning of the school consequently affecting both staff and students performance. This output adversely affects each individual stakeholder.

1.12 Conceptual framework

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<th>Independent variable:</th>
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<tr>
<td>Rapid establishment of new secondary schools</td>
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<tr>
<td>Improved student enrollment to secondary schools</td>
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<td>Good curriculum delivery</td>
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<td>Improved performance</td>
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<th>Dependent variables:</th>
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<td>Subsidized secondary education</td>
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<tr>
<td>Community support</td>
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<td>Government support</td>
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<table>
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<tr>
<th>Intervening variables:</th>
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<tr>
<td>Financial adequacy</td>
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<tr>
<td>Availability of physical, teaching and learning materials</td>
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<tr>
<td>Principals coping mechanisms to managerial challenges</td>
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Figure 1.1: An illustration of interrelationship between the variables
Based on the theory the conceptual framework shows the relationship between the independent and dependent variable. The independent variables as shown in figure 1 include the financial adequacy which involves the available financial resources vis-à-vis the need of the school. The principals have to prudently manage the scarce resources given the competing priorities of a newly established school to achieve effectiveness.

Secondly the staffing level and qualification of the teaching staff determines the effectiveness of newly established school. The principal must apply exemplary human resource management practices to ensure the available teaching staff is optimally utilized.

Newly established schools are also characterized with inadequate physical facilities and materials. As such the principal must improvise ways and means of ensuring the facilities and materials are shared and optimally utilized. The principals must also identify appropriate coping mechanism that helps him/her to cope with challenges facing the newly established schools. The dependent variable of the study is the effectiveness of the school. An effective school attracts students thus improving enrolment, is characterized by good curriculum delivery and improved performance. The effectives of the school as dependent variable are dependent on the adequacy of finances, teachers, physical facility and materials and the ability of the principal to adopt appropriate coping mechanism.
1.13 Operational Definition of Terms

**Academic standards:** The ideal set up in terms of physical facilities, human resources and school enrolments that are necessary for achieving good results.

**Academic performance:** End results for both internal and antinational examinations for students in a learning institution.

**Administration:** The process of acquiring and allocating resources for the achievement of the organizational goals.

**Administration challenges:** Restricting condition in administration.

**Challenges:** Problems or difficulties encountered in the process of managing of newly established secondary schools.

**Community:** Members of the society who reside, near a school and have some interest in matters pertain to day to day running of the school.

**Education opportunity:** A chance given to an individual to gain access to a school irrespective of social-economic status and geographical location

**Newly established Secondary School:** Schools established after 2008

**Principals:** The administrator of a school appointed by the Teachers’ Service Commission.

**Provision of school facilities:** The process of availing the required school infrastructure in terms of both physical buildings and learning – teaching equipment.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In order to review the literature, the concept of rapid establishment of numerous new secondary schools was reviewed. This chapter explored the factors contributing to the rapid establishment of new secondary schools in Kenya, Africa and other parts of the world, the main challenges faced by the principals heading these secondary schools, affects of administration related problems on both staff and students performance and strategies adapted by school principal to abate the challenges they face.

2.2 Establishment of Secondary School in USA and Europe

The rate at which new secondary schools are established in any country depends on various reasons such as the priority given to achievement of full participation in any level of education system. This level of priority is essentially determined by the government policy position. While a government may believe that satisfaction of social demand for education is of primary importance, others may not place such importance on the satisfaction of social demand for education but may aim at high and quality education provision (Abagi, 2005).

According to Cheng (2006) in his study on school effectiveness and school based management in London, ascending to the demand for education from the population means making available funds to provide the required educational resources which in turn determine whether new schools should be established at an accelerated or low pace. According to Caldwell (2007), examining the principals efforts to lead the
transformation of schools, most countries hold the view of that a balanced social economic growth is of great importance and thus it determines the level of priority given to the achievement of full establishment of schools and enrolment of students into these schools. A country for instance may wait to adhere strictly to a policy of a balanced social-economic growth in which case the establishment of new schools needs all sectors of the social economy to be fully and equally considered during the process of showing the budget so much that no one particular sector receives more emphasis to the detriment of other sectors. In this case, education funds may not be adequate enough to provide all the required physical facilities at the right time.

From the United States earliest beginnings the states inhabitants have expressed concern about the education of their children. In particular, the Tennessee state’s first constitution in 1796 had an official recognition of public education, where the federal governed required the state to furnish one hundred thousand acres for the purpose of establishing new schools in each Country. The same year the Tennesse General Assembly (TGA) established new schools in each of the existing twenty seven Countries of the state (Philliphs, 2007). Studies on establishment of new schools in the European Countries indicate that academic standards and equalizing of education opportunity, provision of adequate education facilities and equipment and qualified manpower has become a primary stated goal for most Countries. However the phase at which Countries are progressing towards this goal differ, while some Countries are providing the opportunities and facilities at fast pace with a view of achieving this aim, some countries will achieve this much later. For instance in England and Wales, there is provision for establishment of secondary schools as a stage in the education or all children and not a system of education
reserved for the elect, the abolition of all remaining school fees in publically maintained schools, (Beare, 2001). In North America, a distinctive feature of geographical spread of secondary schools in the mid fifties, not less than twenty five thousand public secondary schools served the youth of the nation and no cluster of household incorporated area was lacking a high school. Under these general conditions, the organization for economic co-operation and Development (2001 - 2006), report that neither legal nor the exigencies of residence exclude youth from the status of secondary education, (Arako, 2004).

According to Anderson, (2004) in Latin America and in most of less developed regions, the achievement of establishment of school to cater for children of school going age may be at a slow rate. This is mainly attributed to the most distinction features of these regions. The low enrolment into secondary schools, the financial constrains and other factor which are attributed to social contexts, historical and political inequalities of education opportunity have stoned down the establishment of new secondary schools consequently affecting the quality of education in the past. This study will determine the factors contributing to establishment of new schools.

2.3 Establishment of Secondary Schools in Asia

Many Countries in Asia have committed large expenditure on secondary education which has resulted in higher enrolment levels than in other Countries with similar levels of GDP. By 1965, Countries such as Hong Kong, Korea and Singapore had already achieved UPE. By the late 1980’s, significant progress at secondary level was evident in several Countries. According to KIPPRA (2009), the fast growing economies of the Asian Tigers spent 35% to 50% of their education budget on
secondary education. Korea for instance increased its secondary enrolment rate from 35% in 1970 to 90% in 1990. Philippines on the other hand had 71% gross enrolment at secondary level up from 46% in 1970. These achievements were made possible due to equity in distribution of income by the government by ensuring that the poor, who could not otherwise afford education expenditures, were taken care of. In Japan, the government fiscal policies provide for free education up to secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government (Nyagah, 2005).

According to Port (2004), in his study on the quality of secondary school education for future with regard to strategies of overcoming administrative challenges in China, he observed that densification of existing secondary schools was urgent and in order to abate secondary school related challenges, there was need to ensure that each secondary school has less than 1000 learners. Provision of physical infrastructure and amenities to the newly established schools, including playgrounds, sports facilities, libraries, theatre rooms, community rooms, gardens art room among others were vital. He also recommended conversion of two secondary schools into comprehensive schools with functional and vocational training programs with one school accessible to physically challenged learners and that new schools should be built in terms of a needs and land assessment. In Sri-Lanka, secondary school GER had reached 66% in the 1980’s despite it being a low-income country. Lenin and Mallawarachchi (2001) notes that Sri-Lanka is one of the low-income countries that provides high level of access to secondary school education. By 1993, the participation rates for 5 – 14 age population had reached 93% in the rural and 96% in the urban areas. This was attributed to rapid secondary school expansion and
sustainable financing, including decentralization of management to principal
councils, FPE for grade 1 – 13, free textbook schemes, high subsidized secondary
education, free uniform among others (Caillods, 2001). As such this study will
establish the main challenges faced by principals in managing newly established
schools.

2.4 Establishment of Secondary Schools in Africa

Along with the rest of Sub-Saharan, Africa, South Africa has two set objectives that
are usually implicit in this intention. First, the goal was concerned primarily in
terms of providing access to minimum basic education for all by accelerating the
rate at which new schools are established to the previously neglected areas and
groups. A second type of objective involves the idea of equal opportunity for all
citizens to advance to higher level of education system. This is more far reaching in
its implication than the idea of a universal minimum education in that it can be
satisfied by a common provision. Instead it must incorporate acceptable criteria for
determining individual’s access to successive restricted levels of education
opportunity and by extension for relevant sub-groups of the national population,
(Bory, 2004).

Ayot, (2007) examining the efficiency of education in Tanzania with special interest
on the implications for educational reforms, observed that secondary school
enrolments grew by more than half (56%) between 1908 and 2008 with all the
increase taking place in the state sector. Private school enrolments fell along this
period. Despite the recent growth, secondary school enrolments in Tanzania are still
among the lowest in Africa. The growth, of private secondary schools has led to
growing inequalities in educational opportunities. By 2002, Christian children ran
nearly half of the private secondary school whereas only six periods ran by the
official Muslim school body. However, Tanzania Development vision 2025
proposes a well educated and learning society as the national educational policy
(2009) lists the following challenges facing high school education namely:
Appallingly low student enrolment, inadequate and poorly maintained physical
facilities, gender imbalance, poor financing, unregulated and uncontrolled
proliferation of tertiary training institutions, and a tendency to distort the real worth
of academic programs. The trend towards free secondary school in SSA has also
been as a result of international influence. According to Chabari (2010), compulsory
education are becoming a worldwide norm. Lower secondary education for instance
is almost universally compulsory in Asia, North America and Europe. Some of SSA
countries that have extended compulsory basic education to cover secondary
education include Mali, Senegal and Zambia (Holsinger and Cowell, 2000). The
introduction of FSE in Kenya appears to be a move toward the extension of
compulsory education to the secondary school level.

2.5 Establishment of Secondary Schools in Kenya

Today, the Kenya government gives a lot of priority to the steady progress towards
the long-ran goals of universal education. The education requirements give high and
immediate pressure to the rapid establishment of numerous new secondary schools.
The country holds the belief that for development to occur in a place, investment in
education should be given the first priority which in turn translates to the
establishment of new schools consequently enhancing access to education children
of all socio-economic backgrounds, (Chabalaha, 2003).
Through the free primary education (FPE) school fees and levies were abolished hence significantly reducing the burden on households in financing primary education. Given that new secondary schools have been started and the already existing ones have been expanded, the issues of provision of the required physical infrastructure, manpower, learning teaching resources, students discipline, academic performance and general school management become serious areas of concern; earlier studies show the importance of high enrolment for the establishment of secondary but still these schools suffers from inadequate The physical facilities and teaching staff as well as poor academic performance. The number of secondary schools has increased from 151 in 1963 to 6824 in 2010, (MOE, 2010), this can be described as a massive increase but the challenge of providing quality education and managing their high student population still remains. The gross enrolment rate has increased from 29.8% in 1999 to 38.4% in 2010 with all the provinces in the country registering an increase in gross enrolment apart from Nyanza and North Eastern.

### 2.6 The Rationale of Rapid Establishment of New Secondary School

The policy framework for education (PFE) in 2003 introduced by NARC government, the education school fees and levies were abolished hence significantly reducing the burden a households in finance primary education. This led to a massive increase in enrolment in primary schools which in turn put a lot of pressure on the secondary school system to expand access. The immediate challenge of the secondary school education has been therefore how to expand access at a relatively low cost while at the same time improving the quality of education provided, (MOE, 2008). The momentum for rapid and urgent establishment of numerous new secondary schools has now become more crucial as FPE increasingly expands to
cover the school age going children consequently posing a big challenge of managing the high physical infrastructure and man power in the rapidly established secondary schools, (Njoroge, 2003). Due to this high demand for secondary education, which is the second level in the formal education system catering for age group of 12 – 18 years within the school system, the government through the CDF and through community initiative, has set up numerous secondary schools to cater for the large number of primary school leavers. Since the beginning of the year 2008, many students have been able to enroll for secondary school education especially in the day schools that are relatively cheaper than the boarding schools, (MOE, 2010).

2.7 Summary of Literature Review

The literature review has shown that in many countries, the cost of education is either borne by the state in conjunction with parents and other beneficiaries. The literature has revealed that the initiatives being undertaken by various governments will enable nations to advance EFA goals and equity dimensions in the provision of secondary education. Ohba (2009) observes that secondary school education is critical as it is the bridge between primary education and the world of work. However, the high cost of secondary education in many countries has been one of the main factors that limit access and achievement of gender equity in secondary education. As a result, many countries have introduced Free Secondary Education policies to enhance access and quality in the provision of secondary school education. According to Moon and Mayes (1994), secondary school education in USA and many Asian countries is funded by the government. In Sub- Saharan Africa, there has been a deliberate attempt to make secondary education to be part of
basic education. Consequently, many governments in SSA have introduced Subsidized Secondary Education to enhance access of children graduating from primary level. Ghana for example introduced a nine year basic education programme in 2006 (Ohba, 2009). The literature review has also explored various factors related to the establishment of secondary schools which may inhibit access and achievements in the secondary education. The purpose of this study therefore is to assess the challenges faced by the principals and their coping mechanisms in Mwingi Central Sub-county
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The chapter is subdivided into ten sections covering the following sub-topics: Research design, location of the study, target population, sampling techniques, sample size, construction of research instrument, reliability, data collection techniques, data analysis, logistical considerations and ethical consideration.

3.2 Research Design

The study adopted a descriptive survey design to assess the impact of newly established secondary schools, challenges faced by the principals, and coping strategies. Survey research design is the most commonly used descriptive method in educational research. According to Lockesh (1984) descriptive research studies are used to obtain pertinent and precise information, concerning the current status of a phenomenon and draw valid general conclusion from the facts discovered. Orodho (2009) observes that survey study gathers data at point in time with intention of describing the nature of the existing conditions and determine the relationship that exist between specific events. This method was preferred because the study sought to solicit information about the challenges faced by principles and the quality of education in the newly established schools. The research used both primary and secondary data. Primary data was obtained by use of questionnaires while secondary data was obtained from documented records at both the principles and the education offices.
3.3 Location of the Study

The research was conducted in newly established public secondary schools, that is, school established from 2008 in Mwingi Central Sub-county which was left after the creation of Mwingi East and Migwani Sub-county which were formerly Mwingi Central Sub-county. Sources from the sub-county Education Office showed that in 2008 the number of secondary schools was 8 but the number rapidly rose to 32 by 2013. The impacts and the challenges associated with the management of these schools have not been assessed in the sub-county and therefore the researchers choose this sub-county.

3.4 Target Population

According to Mugenda and Mugenda (1999) a target population is an entire group of individuals, events or objects having common observable characteristics. The target population was one DEO, one DQASO, and 24 principals from the 24 newly established secondary schools in the sub-county giving a total of 26 subjects.

3.5 Sample Size and Sampling Procedure

According to Kombo and Tromp (2006) a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. The researcher used stratified sampling to select public schools and group them into three categories i.e. boarding boys, boarding girls, and mixed day schools. From each category, random sampling was used to select the schools to be included in the sample. This method ensured that there was a proportional representation of the population in the sample. There
was only one DEO and one DQASO and therefore they all purposively included in the sample.

Three (3) two (2) and eight (8) principles were randomly selected from each category of schools, that is, boarding boys, boarding girls and mixed day schools respectively. The sample size for this study was therefore fifteen (15) respondents comprising of one (1) DEO, one (1) DQASO and thirteen (13) Principals as shown in the table 3.1.

**Table 3.1: Summary of the Sample**

<table>
<thead>
<tr>
<th>School Category</th>
<th>No. of School</th>
<th>No. of Principals</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Mixed Day School</td>
<td>16</td>
<td>16</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
<td><strong>13</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Source: Mwingi Central Sub-county Education Office (2012)

### 3.6 Research Instruments

The research employed the use of questionnaire and interview schedules to collect data from the respondents.

#### 3.6.1 Interview Schedule

Interview technique is preferred since it allows for in-depth probing, leading to more information and also clear expression of feelings, opinions and attitudes from tone of response and facial expression. An interview schedule was used to guide interviews
to be conducted with the DEO and DQASO on the management challenges facing principals in the newly established secondary schools in Mwingi Central Sub-county. The interview contained questions on the adequacy of financial resources, teaching staff and the coping mechanism.

3.6.2 Questionnaires

Orodho (2009) points out that a questionnaire can be used to collect a huge amount of data in relatively shorter time. Further a questionnaire reduces biasness inherent in interviews leading to honest answers since no identification is needed and respondents can answer without fear. In this study a questionnaire comprising of both close-ended and open-ended questions was used to collect data from principals. The disadvantage, however, found this instrument was that it had low response rate, no chance for further propping and no clear reasons for incomplete responses.

3.7 Pilot Study

This involves giving the research instruments to a small representative sample identical to but not including the group that was involved in the actual study. This pilot study was done in the neighboring Migwani Sub-county using two schools which were randomly selected. It comprised of the DEO, DQASO and two principals. The piloting enabled the researcher to check whether items used were valid and reliable, and also correct mechanical problems, correct misunderstandings, check language level and any ambiguity at the right time. The piloting also elicited comments from respondents which helped the improvement of the instruments by modifying and making instructions given in order to avoid misinterpretation during the actual data collection.
3.7.1 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. According to Gall (1989) validity of an instrument can be improved through expert judgment. As such, the instruments were analyzed by at least two supervisors competent in the area. They assessed the relevance of the content used in the questionnaires developed, examined the questionnaire individually and provided feedback and recommendations that made the final questionnaire appropriate for the study.

3.7.2 Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In this study, the questionnaire was given to a small group of the respondents that was not involved in the study. The same group was given the questionnaire again after two weeks to fill. Pearson correlation was used to compute correlation coefficient in order to establish the extent to which contents of the questionnaires were consistent in eliciting the same responses every time they were administered. A correlation coefficient \( r^2 \) of 0.85was obtained. This was considered high enough to judge the reliability of the instruments.
3.8 Data Collection Procedure

Before collecting data a research permit was obtained from the Ministry of Education after approval by the University. The DEO of the Mwingi Central Sub-county was also informed. The researcher personally interviewed the DEO and DQASO. The researcher also visited the sampled schools and issued the questionnaires to the principal. After a week the filled questionnaires were collected.

3.9 Data Analysis

Data analysis is the process of systematically searching and arranging interview sheets, field notes and other materials obtained from the field with aim of increasing your own understanding of them and enabling you to present them to others (Orodho, 2009). Platton, (1990) says that Massive qualitative data from the field needs to be organized into significant patterns to reveal the essence of the data. In this study, data analysis was both qualitative and quantitative. Responses were organized into pertinent areas of the study based on research questions. Qualitative analyses were in narrative form.

Quantitative analysis involved the calculation of mean and percentages.

The analysis was done using SPSS by a competent data analyst. Data was presented in tables and bars graphs. The researcher then drew conclusion to establish relationship and made further research recommendations.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discussed the data analysis, presentation, interpretation and discussion of findings. The data was discussed in line with the literature review and the results were presented based on the following specific objectives: To determine the factors contributing to rapid establishment of new secondary schools in Mwingi Central Sub-county between 2008 and 2012; to establish the main challenges faced by school principals of newly established secondary schools and to suggest the coping mechanism employed by principals to overcome challenges in newly established schools. The study targeted 13 principles, one DEO and one DQASO from Mwingi Central Sub-county.

4.2 Background and Demographic Information of the Respondents

The researcher distributed the questionnaires to the thirteen (13) principals. All the principals who were given the questionnaires filled and returned them promptly. The researcher then interviewed the DEO and the DQASO.

4.2.1 Respondents’ Distribution by Gender

The researcher sought information for the gender distribution of the respondents to ascertain whether the study was gender sensitive. The results were presented in table 4.1.
Table 4.1: Respondents’ Distribution by Gender

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

Table 4.1 revealed that, respondents comprised of 8(61%) male and 5(39) female principals. This shows a fair gender balance in distribution of the principals.

According to Anderson (1988), the sex of the teacher is important since it affects teacher/pupil interaction with female acting as role models and thereby providing more encouragement to girls than male teachers.

4.2.2 Age Distribution of Respondents

The researcher further sought to establish the age distribution of principals. The responses were presented in table 4.2

Table 4.2: Age Distribution of the Principals

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>30 – 39</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>40 – 49</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Above 50</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
Table 4.2 revealed that majority of the principles were aged between 30 – 49 years 10(80%). Some were less than 30 years of age 2(12%) and above 50 years 1(8%). This age indicates that the principals were not very old and therefore were in a better position to make a follow up in the different school activities. They were in a position to handle the pressure associated with the challenges facing them in the management of the newly established schools.

However, Bush and Oduro,(2005) noted that in Africa, principals face challenges as they often work in poorly equipped buildings with inadequately trained staff. There is rarely any formal leadership training and principals are appointed on the basis of their teaching records rather than their leadership potentials.

4.2.3 Respondent’s Academic Qualification

The researcher sought to establish the academic qualification of the principals with a view to establish their managerial capability in the newly established secondary schools. The responses were presented in table 4.3.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td>First degree</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
Table 4.3 revealed that majority (92%) of the principals had a master’s degree as their highest academic qualification, a few (8%) had first degree and none of the principals had Diplomas. This showed that the principals had the academic qualifications to manage the schools. Similar results were found by Kaguri N. et el (2014) who acknowledged that educational managers need various skills in order to cope with their chores. Such skills can be attained through formal training and it encouraging was to note that principals held bachelors degree. Robbins (2003) laments that the skill needed for management can be grouped into three broad categories namely technical skill, human skills, and conceptual skills, technical skills refer to the category of skills which enable the manager to use resources and scientific knowledge and to apply techniques in order to accomplish objectives of the organisations. Human skills refer to the ability to work well with other people and achieve results with them. Conceptual skills refer to the cognitive capacity to perceive the organisation in its totality and the relationship between parts there off.

Robins (2003) further explain that thus skills manifest in themselves in educational mangers being able to analyse and diagnose relatively complicated situations whilst the same time being able to visualise the interrelationship of various units of an organisation. Training of school managers at school level is essential in enabling them to acquire managerial skills implement educational programmes competently.

4.2.4 **Respondent’s Years of Experience**

The research further sought to establish the years of experience as principals. The responses were presented in table 4.4
When asked about their years of experience, most of them had worked as principals for 5 – 10 years (80%) although majority had stayed in the current station for less than 1 year and 1 – 4 years as represented by 5 (40%) and 6 (48%) of the principals respectively. A few principals had worked and stayed in their current stations for more than 10 years 2 (12%) as shown in table 4.4.

Experience and qualification can reflect on the way the principals handle matters of the effects related to challenges on staff and students such as discipline and performance as well as being able to overcome these management challenges in newly established secondary school. Sidhu (1982) noted that teaching experience is a valuable asset in school. It enables the teachers to acquire certain recommendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining interest in human resource management.

4.2.5 DEOs’ and DQASOs’ Qualifications and Years of Experience

DEOs and DQASOs are important pillars in supporting the school administration as they help in decision making. Finding from this study showed that the DEOs and DQASOs had a master’s degree as their highest level of education and working
experience of over 5 years. This indicated that they were highly qualified and experienced to control the quality of management in the newly established secondary schools and also to assist less experienced principals in dealing with the challenges associated with the management of such schools.

4.3 Contribution of Free Day Secondary Education to the Rapid Establishment of New Secondary Schools

The objective one of the study sought to establish the factors that have contributed to the rapid increase in the establishment of new secondary schools in Mwingi Central-sub County.

The researcher used 2008 as the reference year when the secondary schools started mushrooming and sought to know the number of secondary school established between 2008 and 2012. The principals were asked to give the year of establishment of the school they were heading. Their responses were summarized and presented in table 4.5

<table>
<thead>
<tr>
<th>Year of establishment</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>7</td>
<td>54.0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6</td>
<td>46.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
According to table 4.5, 54% of the principals indicated that their schools had been established between the years 2008 and 2010. They also indicated that 46% of the school were established between 2011 and 2012. This concurred with the DEO and DQASO report that before 2008 there were 8 secondary schools but the number went up to 32 schools by 2012. This gave an average of 6 schools per year.

These findings concurred with MOE,(2010), that the number of secondary schools has increased from 151 in 1963 to 6824 in 2010, this can be described as a massive increase but the challenge of providing quality education and managing their high student population still remains, with all the provinces in the country registering an increase in gross enrolment apart from Nyanza and North Eastern.

Further the researcher sought to know the categories of newly established schools in the sub-county. Responses from the principles were presented in table 4.6.

Table 4.6: School Categories

<table>
<thead>
<tr>
<th>Experience in years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding boys</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Boarding girls</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Mixed day</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
Table 4.6 shows that most of the newly established schools, 11(84%), were mixed day schools. Only one new boarding boys’(8%) and boarding girls’(8%) schools were established. This showed that there was need for the government to establish boarding boys’ and girls’ schools in the Sub-county. Similar results were registered by the DEO and the DQASO where a total of twenty four (24) schools were established between 2008 and 2012, an average of six (6) schools were established each year.

**Figure 4.1: Average Number of Students Enrolled Between 2008 and 2012 per School**

![Average Number of Students Enrolled Between 2008 and 2012 per School](source: Researcher)

Figure 4.1 shows an increasing trend in the average number of students enrolled into the newly established secondary schools between the years 2008 and 2012.

The principals reported that in a school, an average of 15 boys and 10 girls were enrolled in 2008, 20 boys and 10 girls in 2009, 20 boys and 18 girls in 2010, 24 boys and 20 girls in 2011, and 20 and 18 girls in 2012 as shown in figure 4.1.
KIPPRA (2009), shows a similar trend in the secondary enrolment which rose from 1.37 million students in 2007 to 1.47 million students in 2008. The increase in enrolment in public secondary schools was 18% in 2008 compared to 13.7% in 2007. The researcher then sought to find out the factors which had contributed to the massive increase in those new secondary schools. Findings from principals were compiled and presented in table 4.7.

Table 4.7: Factors Leading to the Rapid Establishment of New Secondary Schools

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of FPE</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td>Availability of CDF kitties from the government</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>Politicians drive for regional balance.</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Requirement by the government to increase the</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>number of secondary schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

Table 4.7 shows that responses from the principals showed that introduction of the free primary education had contributed largely to the establishment of new secondary schools in the sub-county 11(46%). This led to massive increase in enrolment in primary schools which in turn put a lot of pressure on the secondary school system to expand access. The second factor according to the principals was availability of CDF 9(38%) funds which have funded the construction of class rooms in these secondary schools in their areas.
The introduction of the free primary education (FPE) school, fees and levies were abolished hence significantly reducing the burden on households in financing primary education which resulted to high enrolment rates in the schools. This caused mass exodus from primary to secondary schools. The number of secondary schools has increased due to this high demand for secondary education, which is the second level in the formal education system. Abagi,(2005) observed that the rate at which new secondary schools are established in any country depends on various reasons such as the priority given to achievement of full participation in any level of education system. This level of priority is essentially determined by the government policy position. While a government may believe that satisfaction of social demand for education is of primary importance, others may not place such importance on the satisfaction of social demand for education but may aim at high and quality education provision.

Njoroge (2003) similarly cited that, the momentum for rapid and urgent establishment of numerous new secondary schools has now become more crucial as FPE and FSDE increasingly expands to cover the school age going children consequently posing a big challenge of managing the high physical infrastructure and man power in the rapidly established secondary schools. The government through the CDF and through community initiative has set up numerous secondary schools to cater for the large number of primary school leavers.
4.4 The Challenges of Availability and Adequacy of Physical Facilities.

In objective two of this study, the researcher sought to establish the challenges principals face in availability and adequacy of physical facilities while managing the newly established secondary schools. Table 4.8 shows the principals’ responses to the challenges they face.

Table 4.8: Availability and Adequacy of Physical Facilities

<table>
<thead>
<tr>
<th>Category</th>
<th>Challenge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School infrastructure</td>
<td>Inadequate classrooms</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Lacking laboratories, libraries and play grounds</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Inadequate school furniture desks, chairs, tables etc.</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Teaching/learning</td>
<td>Inadequate text and exercise books</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Materials</td>
<td>Inadequate laboratory Equipments / chemicals</td>
<td>10</td>
<td>7%</td>
</tr>
</tbody>
</table>

According to table 4.8, the principles highlighted some of the main challenges as inadequate and semi-permanent classrooms 10(7%); lack of proper school furniture particularly desks 6(4%); lack of facilities such as laboratories, libraries, play grounds etc 10(7%). They said some schools began in church premises. As such the students used the benches to sit on and wrote on their laps. Other principals reported that their schools started in the neighboring primary school where they were given the incomplete workshops as their classrooms. These workshops lacked chairs,
lockers and tables. The primary school donated some few desks which were shared in a squeezed manner. Facilities like the offices, staffroom, toilets etc were shared by the teachers from both schools. Other facilities like the play grounds were also shared which strained the facilities in the host primary schools. The schools also lacked essential facilities like laboratories, libraries, electricity, computers, kitchen and dining hall. Working from these borrowed facilities/ premises compromised the efficiency and effectiveness of the principals hence low performance.

Starting a new school requires a big capital to put up classrooms, toilets and other essential facilities. The rate at which the schools are being established is very high such that they share and strain the little resources from the community. As a result a school cannot stand on its own. According to the researcher, the findings confirm the inadequacy of funds allocated to the schools by the CDF office irrespective of the proposal requests given by the schools/communities. In some schools as commented by the principals, no funds were allocated to the schools. Further, the schools established using the CDF funds are many such that very little amount allocated per school made the completion of a project to take long. This is confirmed by the many incomplete/ stalled projects waiting funding.

The findings agree with the view of Bony (2004) that the growth of a secondary school has outstripped the rate of the development of the physical facilities and equipment in schools. The findings are in agreement with the view of Avakor (2004) that the government financial allocations are one; usually local inadequate and sometimes are delayed, and as they do, students numbers increase consequently leading to inadequate physical facilities and equipment.
The table also shows shortage of writing and reading materials such as text and exercise books 8(5%); The principals also reported that the teaching/learning materials like text and exercise books, chalk, maps and other reference materials were a big challenge. In some schools, due to shortage of books, one book was shared among five students. Some schools borrowed books from well-established secondary schools for teachers’ preparations hoping to have theirs soon. Teachers write notes, assignments and exams on the blackboard for students to copy. Exercise books are also few, students are advised to use one exercise book for two subjects like history and geography. The principals have reported that parents hardly buy new books for their children and also fail to replace the lost books since the introduction of FDSE. Few students buy set books for languages literature and reference books like dictionary, atlas, Bible, Maths’ tables etc as required by schools. They argue that it’s the work of the government to buy books. Many students transfer to other schools with text books from their previous schools which leaves a shortage of text books in the former school.

This concurs with the findings by UNESCO (2005) that on introduction of FPE parents in Mwingi district no longer buy a pencil to replace a lost one for their children. They tell them to wait for the school to get the next stock of such materials. The schools lack the necessary laboratory equipments and chemicals. The science teachers take them to established schools to see apparatus such as beakers, test tubes, Bunsen burners, sinks and many more. The principal may buy a few chemicals for teacher’s demonstration in class since they are quite expensive. The teacher demonstration is teacher centered teaching technique and may not reach all the students. Other facilities that principals mentioned were the special rooms namely,
home science, agriculture, workshops and computer rooms which are essential in teaching-learning but the cost of establishing and equipping them was enormous, hence most schools had not managed to provide them adequately. The new schools considered facilities such as pavements, flower beds and buses as subsidiary to the teaching-learning process and therefore regarded them as a second choice.

When asked to comment on the adequacy of physical facilities in public secondary schools the DEO and the DQASO agreed with the principals that they were inadequate. Teaching and learning resources such as teachers, laboratories, text books etc in the newly established secondary schools were also inadequate. In comparison, they said that newly established schools are especially challenged by inadequate facilities compared to well established schools. Well established schools are concerned with efficiency in using,

the already available physical facilities such as classrooms and laboratories. According to MOE (2010), given that new secondary schools have been started and the already existing ones have been expanded, the issues of provision of the required physical infrastructure, manpower, learning teaching resources, students discipline, academic performance and general school management become serious areas of concern; earlier studies show the importance of high enrolment for the establishment of secondary but still these schools suffers from inadequate physical facilities and teaching staff as well as poor academic performance.

Gichuru (2009) observed that the biggest challenge in management of new school due to lack of physical structures, un-conducive physical and psychological learning
environment, library, facilities like playground, furniture, enough classes and staffroom. Provision of physical infrastructure and amenities to the newly established schools, including playgrounds, sports facilities, libraries, theatre rooms, community rooms, gardens art room among others were vital, Port, (2004).

4.5 Financial Related Challenges

In objective three of this study, the researcher sought to establish the financial related challenges that principals while managing the newly established secondary schools. Table 4.9 shows the principals’ responses to the challenges they face.

Table 4.9: Financial Related Challenges

<table>
<thead>
<tr>
<th>Category</th>
<th>Challenge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>Delayed /inadequate FSE</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Poor payment of school fees</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Insufficient CDF funds</td>
<td>11</td>
<td>75%</td>
</tr>
</tbody>
</table>

The principals were asked whether the finances provided to their schools were adequate to meet the school needs throughout the year and all (100%) disagreed. When asked to comment on fee payment, 60% said it was poor, 30% good, 5% very good and 5% very poor. These findings were presented in figure 4.2
Figure 4.2 shows that a bigger number of students pay school fees poorly. It makes difficult for schools to operate because fees payments are not made in time or are not made at all. Principals reported that parents have accumulated big balances hence difficult to run the schools.

Mito E and Enos M (2012) noted that parents are unwilling to pay school levies and the accumulated arrears run to a tune of five million Kenya shillings and above in most schools, so the schools functions cannot be implemented to the satisfaction of the stakeholders in the schools.

Further the principals indicated that the average amount charged as fees to students per year ranged between 13, 000 and 14, 000 Kenya shillings for day schools and between 28,000 and 35,000 Kenya shillings for boarding.

Mwingi District poverty level is very high and this is a contributory factor to poor payments of levies which revealed the poor socio economic background of the student.
These findings concur with the finding of Bush and Oduro (2006) who established that principals of new schools in Africa are faced with the challenges of fee payment. These findings are supported by the Ministry of Education that the immediate challenge of the secondary school education has been how to expand access at a relatively low cost MOE, (2008).

Similarly Gachungi (2005) identified high cost of secondary education as one of the factors leading to low enrolment in secondary education in Kenya. In his study, economic factors and in particular lack of school fees ranked highly as a cause of under enrolment. This was the same view held by Ncabira (2005), who identified high cost of secondary education as the reason for lack of access to secondary schools. The high cost of secondary education in Kenya was the rationale behind the introduction of free secondary education in 2008. Principals reported that school programs can only be implemented where there are adequate funds without which the principals cannot meet up their responsibilities. Although public schools are being funded by the government throughout the country, there is delayed disbursement of the funds. This piles up uncleared debts by schools.

The researcher interviewed the DEO and DQASO who responded that funds allocated per student per academic year was small compared to the strained budgets these schools are operating in hence insufficient school funds affected free day schools education implementation within the district.

Barasa (2009) recognizes that efficient management of financial resources is an important task for head teachers. Without adequate financial resources institutions
cannot carry out their defined tasks effectively. Money must be available to run the different departments of the school. The available funds will be used to purchase the required teaching and learning equipments such as chalks, textbooks, paying of the support staff and building and improvement of infrastructure.

The researcher then sought to establish from the principals the levies charged in the schools. Their responses were presented in table 4.10.

Table 4.10: Levies Charged in School

<table>
<thead>
<tr>
<th>Levies</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity fees</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Motivation fees</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Remedial fees</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Development fund</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Exam fees</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

From table 4.10 some of the levies charged in the schools were activity fees (20%), motivation fees (5%), remedial fees (40%), development fund (20%) and exam fees (15%). A development fee is important as newly established schools requires huge amount of money more the amount required by an already established school. New schools have to fund new projects such as infrastructure and water projects. According to the FDSE policy the government is expected to meet the tuition fee of
Ksh10, 265 per student, while the parents are responsible for provision of uniforms, boarding fees and transport of their children.

These levies are similar to that of Tanzania, according to Suleman and Rakesh (2011) in their Working Paper 06.4 that the government secondary schools charge tuition of about TSH. 20,000 per year. Several other fees charged include; testing fees, caution fees, watchman contribution, academic contribution, furniture contribution, identity fee, emblem fee and fee for lunches. The government tries to keep education affordable while maintaining quality as high as possible. The number of government secondary schools, which includes community or ward based schools has increased drastically over the past few years, stretching scarce resources and teachers but offering an affordable education to many more students. Still tuition and fees are burdensome to many families, especially large families, single parent families and orphans. Families where the parents do not yet appreciate the value of education learners are exempted to pay fee which poses a big challenge for the managers.

4.6 Human Resource Management

In objective four of this study, the researcher sought to establish the challenges principals face while managing the human resource in the newly established secondary schools. Table 4.11 shows the principals responses to the challenges they face.
**Table 4.11: Challenges in Managing Human Resource**

<table>
<thead>
<tr>
<th>Category</th>
<th>Challenge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource</td>
<td>Shortage of Teacher</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Less Experienced Teaching Staff</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Shortage of support staff</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Heavy workload</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Delegations of duties</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Conflict management</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Students</td>
<td>Poor performance</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>High enrolment rates</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>High students drop-outs and absenteeism</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Indiscipline cases</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Community</td>
<td>Negative political Interference in schools</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Weak /non-existed of BOMs</td>
<td>6</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: Researcher

The principles reported there was a big challenge in teacher shortage 9(6%), and least experienced teachers 8(5%). The research sought to establish the existing teacher/pupil ratio and the results were represented in table 4.12
Table 4.12: Teacher- Student Ratio

<table>
<thead>
<tr>
<th>Teacher Factor Per School</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.B.E</td>
<td>10.3</td>
</tr>
<tr>
<td>Not of TSC teachers</td>
<td>3.3</td>
</tr>
<tr>
<td>Average teacher shortfall</td>
<td>7.0</td>
</tr>
<tr>
<td>Average student enrolment</td>
<td>232</td>
</tr>
</tbody>
</table>

Table 4.12 indicates the mean of various factors related to the number of teachers; Curriculum Based Establishment (CBE) 10.3, numbers of TSC teachers 3.3, shortfall 7 and student enrolment as 232. Equitable distribution of teachers was one of the challenges in the teacher management. This could be due to the fact that the structural adjustment programs enacted by the ministry of education in 1997 froze employment of teachers there by replacing only those who exited the profession through natural attrition and resignation. The rate of establishing of new secondary school was not accompanied by addition of more teachers and diversification of the curriculum where by new subjects such as computer studies were introduced. The few teachers in a school ended up sharing subject they have not trained to teach hence heavy workload. Majority of principals said that the heavy workload hinder them from performing well. These findings concur with those of UNESCO (2005) that the introduction of FPE increased the enrolment of pupils which in turn increased the teachers workload. This heavy workload had hindered teachers from carrying out their duties efficiently. Consequently all the new schools were facing acute shortage of teaching staff which they tried to alleviate through employment of BOM teachers who in most cases are university students with little or no experience.
These results agree with Muhindi D.M (2012), who acknowledges that, the number of teachers has remained constant over the years despite the increase in enrolments and the number of institutions which resulted to inequality in distribution of teachers and impacted negatively on quality and access of education.

The students posed many challenges to the administrators also. According to the principals poor performance 10 (7%) among the learners was a threat. Poor performance in national examinations was rated as one of the biggest challenge for principals of these newly established schools. These schools are taught by unqualified teachers, with poor teaching methods, syllabus is not covered in time and the set goals are never met hence poor performance in national examinations. When the Free Day Secondary Education was introduced in Kenya, students with as low as hundred marks in KCPE, were enrolled in these newly established secondary schools since they were affordable. Most of these students are weak hence poor performance in national exams as compared to their counterparts in well established (particularly National) schools. National exams are a measuring tool for effectiveness of principals and so poor performance by students is a great threat. This concurs with the findings of Leu and Byren (2005), who found in their study done in six Sub-saharan African countries that principals face serious problems of performance in national examinations. During an interview with the DEO and DQASO they reported that performance was the main issue being emphasized for school administrators today and a principal who cannot produce good results in national exams is to face demotion.
Principals also reported students’ absenteeism 8(5%) as another challenge. Absenteeism by students was prompted by the fact that most of the new secondary schools are day schools and therefore students walk long distances daily and get exhausted, so they decide to absent themselves from school, hence poor performance in exams when sent home for school fees, students stay longer than expected. This concurs with the findings of Bush and Oduro (2006) that principals face the challenge of student’s continuous absenteeism resulting from poverty levels in Africa. The principals reported that for day schools parents send their children to other errands, hence prompting absenteeism. Principals reported a serious issue of indiscipline among the students. They said that they had enrolled students who had been out of school for many years and had picked up habits like drug abuse. Some students were said to be drug traffickers. Others had serious intimate relationships and bullying pupils of the host primary schools. Similar reports were given by UNESCO (2005) after the introduction of FPE that pupils became indiscipline due to large classes that teachers could not control. Some pupils even sneak out of class since they are too many to be noticed.

Principals also reported that students who could not buy uniform, pay development funds and other levies drop out of schools. Girls dropped out of school due to pregnancies and early marriages. Others who could not cope with secondary education opted to join polytechnics. Similarly, UNESCO (2005) argued that funds were the major problem that kept pupils out of schools and most of them dropped out to get married before the introduction of FPE.
The principals reported another challenge as dealing with heavy workload in the newly established schools. They have multiple administrative duties as well as teaching the trained subjects, with the implementation of FDSE, the duties and responsibilities of head teacher had substantially increased. UNESCO (2003), on challenges of implementing FPE cited that head teachers were expected to teach, hold meetings with the school committees, plan for school activities, go to banks to withdraw funds and account for its use, coordinate purchase of all supplies and keep records. In some schools, the principals remain the only TSC teacher up to form 4, with student teachers from universities with very high turnover. This makes the delegation of duties for principals very difficult and ends up doing everything. He/she works as a counselor as well as a disciplinarian. The heavy workload therefore compromises the efficiency and effectiveness of the principal.

According to the principals, there was a shortage of 6 (4%) support staff. The principals manage the schools with very few support staff mainly the non skilled cadres namely watchmen, cooks and grounds men. This could be due to inadequate funds to employ bursars, secretaries, laboratory technicians and cateresses. Several principals reported that their schools have no bursars hence delegating financial management duties, secretarial and clerical duties to capable teachers. The schools were therefore concerned about the high wage bills and therefore try to put up with bare minimum.

The principals noted that the establishment of many new schools has shared the responsibilities of the community/parents in schools. They are no longer active in paying school levies and their role of disciplining children has gone down. A similar
study was by Mito E and Enos M. (2012) in their in-depth interview with newly appointed principals that the parents’ involvement in management of schools presents a big challenge. School fees payment is poor with respect to parental obligations in terms of school levies. The school levies have been complicated with FDSE tuition subsidy by the government of Kenya.

BOMs are the custodians of school funds and property Education Act (1968). They are mandated to audit and regulate expenditure by the school principals to ensure income received is applied for the intended purpose to achieve desired goals. The principals reported that 6 (4%) of the BOMs are weak and some new schools have none. The quality, caliber and appointment procedures of BOMs do not meet the standards of MOE/ most of them are politically motivated appointments with little references to credentials. The politics vary from village to clan and tribe. Usually the clarion call is that; we want one of own’ or a councilor/MCA or Member of Parliament rewards the confidant with an appointment. The principals will usually be bullied into sanctioning such appointments. Some BOMs want the schools to be headed by their children. Olembo (1992) says that most of the head teachers are picked from the classroom and therefore face an uphill task in management. Where principals and BOMs are not working together in harmony creates a disconnection in the implementing arm of the school.
4.7 Coping Mechanism Employed by Principals to Overcome the Challenges

The fifth objective of the study sought to find out some of the strategies principals employed to overcome the challenges they faced in managing the newly established secondary schools. The principals gave the intervention measures they had put for quality equity and access to education. Their responses were presented in the table 4.13.

Table 4.13: Coping Mechanism Employed by Principals to Overcome Challenges

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School infrastructure</td>
<td>Make use of already existing classrooms, buildings</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Borrow from the neighboring primary schools and church premises</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Source for funds to construct/renovate buildings</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Teaching/learning materials</td>
<td>Ask parents to buy revision books/set books/calculators</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Source for donations</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Finance</td>
<td>Source for bursaries from CDF, county pro-poor kitty</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Organize funds drive</td>
<td>13</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Source for grants from well wishers</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Human resource</td>
<td>Employ qualified BOM teachers</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Capacity building for teachers and non-teaching staff</td>
<td>12</td>
<td>6%</td>
</tr>
</tbody>
</table>
Students

<table>
<thead>
<tr>
<th>Action</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover the syllabus in time to improve performance</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Set performance targets</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Set up guidance/counseling department to curb indiscipline and drop-outs</td>
<td>12</td>
<td>6%</td>
</tr>
</tbody>
</table>

Community

<table>
<thead>
<tr>
<th>Action</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take politics out of school through the chiefs/county administration barazas</td>
<td>13</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Total** | **193** | **100%** |

Source: Researcher

Table 4.13 shows that the mechanisms used to curb inadequate and semi-permanent classroom as renovating the already existing building 12(6%) and borrowing rooms (workshops) from primary and also church premises. According to the researcher, controlling the establishments of secondary schools in a certain area within a given time can ensure adequate provision of physical facilities. Further, allocating bursaries to more students will enable school administrators to have finances to set up the required physical facilities and procure the necessary equipment, consequently improving the physical infrastructures of the schools. There is also need for proper consultation with the relevant stakeholders on the priority areas of needs in each school.

These findings agree with the view of that there should match the funding from the education sector. Involvement of all school stakeholders should be given priority to order to ensure an effective contribution of pertaining to the educational needs of
every region areas. They also concur with Nduku (2003) who observed that there should be effective control and monitoring of the school projects to ensure accountability and their effective maintenance and use. The observation of Kivuva (2006) also are in live with the findings of the current study, whereby improvements in finding the new schools through increasing the amount and number of students receiving bursaries would improve in the provision of facilities and equipment in secondary schools in Mwingi Central Sub -county. They also agree with the view of Bishop (2005) that teacher experience should be enhanced through staff training and upgrading using the funds allocated to the education sector. He also observed that a teacher gains skills through experience and that the more experienced a teacher is the more successful. However, Hudden (2008) noted that the newly established secondary schools have untrained and inexperienced teachers hence contradicting the recommendations of many researchers for effective and quality education attainment.

Some teaching and learning materials are purchased by parents like revision materials, set books and some stationeries 12(8%). Many principals source for grants from well -wishers to buy laboratory equipment 7(4%). To overcome challenges of delayed disbursement of FSE and poor payment of fees, principals have been having regular funds drive 13(7%). They have also sourced for bursaries and grants from well -wishers 12(6%). The principals have employed qualified (graduates) B.O.M teachers and non- teaching staff 10(5%). They have also encouraged teachers to go for workshops, seminars and other refresher courses 12(6%). As far as poor performance is concerned, teachers cover the syllabus in time so that they may have contact hour and revision before the exams begin 13(7%). Guidance and Counseling
departments have been put in place to reduce cases of indiscipline and drop-out rates 12(6%). Some principals have put up policies to reduce cases of absenteeism in schools 10(5%). Most principals have created a rapport with the community by nominating elite BOM members 13(7%) and keeping off politics from school by the help of area chiefs and county administrators 13(7%). In general about.

13 (7%) of the principals had confidence in the management abilities of their Boards of Management (BOMs). A few of them were making positive contribution to the growth of the schools in general and increasing enrolment in particular. Among their contributions include sensitization of the local communities on enrolling learners in these newly established schools, coming up with management policies and making financial contributions, staff motivation and setting standards of achievement and admissions in the schools. They should have a good working relationship with the principal and PTA especially in employment of BOM employees including teachers.

According to Port, (2004), in his study on the quality of secondary school education for future with regard to strategies of overcoming administrative challenges in China, he observed that densification of existing secondary schools was urgent and in order to abate secondary school related challenges, there was need to ensure that each secondary school has less than 1000 learners. Provision of physical infrastructure and amenities to the newly established schools, including playgrounds, sports facilities, libraries, theatre rooms, among others were vital. He also recommended conversion of two secondary schools into comprehensive schools with functional and vocational training programs with one school accessible to
physically challenged learners and that new schools should be built in terms of a needs and land assessment.

The main strategy that principals employed to reduce students drop out from school was helping the needy students in clearing up their fees balances by sourcing funds from well -wishers and the government. Other measures included introducing students’ council and involving some students in school activities such as games and giving them student leadership responsibilities to make them feel at home while in school this would also reduce cases of students’ strikes. All these strategies helped to keep students in school and also provided a comfortable school environment for the students to enjoy their studies. The challenge of fee payment was solved during the launch of the programme, the president emphasized that the main objective of providing FSE was to ensure that children from poor households would acquire quality education that will enable them to access opportunities for self-advancement and become productive members of the society. The challenge of payment of school fees, the principals have resulted to generate funds from funds drive, alumni associations and donations.

According to the programme the government pays Ksh. 10,265 per student per year for all the students in public secondary schools in Kenya. Students in public day secondary schools are supposed to pay Kshs. 8,500. In public boarding secondary schools, the district, provincial and national schools are required to charge fees that reflect the cost of living in their respective areas but not exceed Kshs. 18,627 (Ohba, 2009).
Further the principals also gave other mechanisms which they used to cope with administrative challenges. Table 4.14 presents their responses.

**Table 4.14: Mechanisms used to cope with human resource challenges**

<table>
<thead>
<tr>
<th>Coping strategy</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation of administrative duties</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Liaising with the BOM to employ teachers</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Embracing conflict management strategies</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Networking with other principals to share and exchange</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Maintaining honesty and accountability in financial</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher

Given the challenges facing the principals in new schools, several measures have been undertaken as coping mechanism. Among the measures taken by the principals include; delegation of administrative duties 11(26%), liaising with BOM to hire teachers to fill in the gap existing in the teaching staff 8(20%), embracing conflict management strategies 6(15%), and maintaining honesty and accountability in financial management 6(15%). To effectively handle the challenges, principals have established a network with other principals and stakeholders to gain experience in coping with the challenges 10(24%). Through sharing of ideas and experiences the principals are able to unravel the challenges the face in their respective schools.
The researcher sought to know the teacher adequacy situation in the sub-county and the DEO and DQASO admitted that there were insufficient teachers in the Sub-county. To alleviate the shortage of teaching staff the DEO and DQASO advised that the principals should liaise with the BOM members to employ teachers to supplement what is provided by the government. They also said that principals should also motivate staff, delegate responsibilities effectively and conflict management to ensure the teachers perform optimally.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the findings, conclusions drawn from the findings and makes recommendations.

5.2 Summary of Findings

This study sought to find out the challenges faced by the principles in the management of the newly established secondary schools. The study sought to achieve the following objectives; determine the factors contributing to establishment of numerous new secondary schools, establish the main challenges faced by the principals, as well as identify the coping strategies employed by the principles to overcome the challenges. The study used a survey design where the target population was one DEO, one DQASO, and 32 principals from the 32 secondary schools in the sub-county giving a total population of 34 subjects. A sample size of 15 respondents comprising of one (1) DEO, (1) DQASO and 13 Principals was chosen for this study. Two instruments were used to collect data including; an interview schedule guide for the DEO and DQASO, and semi-structured questionnaires for principals. Descriptive statistics such as frequencies and percentages were used to analyze quantitative data while content analysis was used to analyze qualitative data. The findings were presented using pie charts, bar charts and count distribution tables.

The first objective was to investigate factors contributing to the rapid establishment of new secondary schools in Mwingi Central Sub-county. Findings from the
principals showed that introduction of the free primary education had contributed largely to the establishment of new secondary schools in the sub-county 11(46%). This led to massive increase in enrolment in primary schools which in turn put a lot of pressure on the secondary school system to expand access. The second factor according to the principals was availability of CDF funds which have funded the construction of class rooms in these schools 9(38%). They also reported that politicians had contributed towards establishment of new secondary schools in their areas of jurisdiction 2(8%) and also there was a requirement by the government to increase the number of secondary schools in the country especially the marginalized areas of the country, Mwingi central included, 2(8%). Similar factors were reported by the DEO and DQASO where they mentioned factors such as introduction of FPE and government policy.

The second objective was to determine the main challenges faced by school principals in newly established secondary schools in Mwingi Central Sub-county. The principles highlighted some challenges as inadequate and poorly constructed buildings 10(13%), Shortage of teaching and learning materials such as text and exercise books 10(13%), lack of proper school furniture particularly desks 8(10%), poor or sometimes non-existent maintenance and repairs 6(7%). DEO and DQASO also agreed with the principals that there were inadequate physical facilities in secondary schools. In comparison, they reported that newly established schools were especially challenged by inadequate facilities compared to well established secondary schools. In regard to teaching and learning resources the principles indicated challenges such as teacher shortage, least experienced teachers, lack of facilities such as laboratories, libraries, play grounds etc, and lack of enough classes
and offices. The DEO and the DQASO also agreed that teaching and learning resources such as teachers, laboratories, text books etc in the newly established secondary school were inadequate. With regard to finances provided to the school, the principals said that they were in adequate. Majority, 60%, indicated that fees payment was poor, with only 30% indicating that it was good. Some of the levies charged in the schools were activity fees, motivation fees, remedial fees, development fund and exam fees.

The third objective was to determine the coping mechanism employed by principals to overcome challenges in newly established schools in Mwingi Central Sub-county. The main strategy that principals employed to reduce students drop out from school, which was a major challenge. Also helping the needy students in clearing up their fees balances by sourcing funds from well wishers and the government 10(56%). Other measures included guidance and counseling of indiscipline students 6(33%) and involving some students in school activities such as games and giving them student leadership responsibilities to make them feel at home while in school 2(11%). To abate the poor performance of students, teachers have agreed to cover the syllabus in time and set achievable targets with students. All these strategies helped to keep students in school and also provided a conducive school environment for the students to enjoy their studies. To cope with administrative challenges, measures such as delegation of administrative duties, liaising with BOM to hire teachers to fill in the gap existing in the teaching staff, embracing conflict management strategies, and maintaining honesty and accountability in financial management were employed. To effectively handle the challenges, principals have established a network with other principals and stakeholders to gain experience in
coping with the challenges 10(24%). Through sharing of ideas and experiences the 
principals are able to unravel the challenges the face in their respective schools. To 
alleviate the shortage of teaching staff the DEO and DQASO advised that the 
principals should liaise with the BOM members to employ teachers to supplement 
what is provided by the government. They also said that principals should also 
motivate staff, delegate responsibilities effectively and conflict management to 
ensure the teachers perform optimally.

5.3 Conclusion

This study revealed that there has been a rapid establishment of new secondary 
schools in Mwingi Central Sub-county due to increase in demand of secondary 
education, need to provide low cost education and to fill the shortage of schools that 
have existed all along. These results are in line with the massive increase in 
enrolment in primary schools due to the introduction of the FPE which in turn put a 
lot of pressure on the secondary school system to expand access. The momentum for 
rapid and urgent establishment of numerous new secondary schools has now become 
more crucial as FPE increasingly expands to cover all the school going children.

However, the expansion of secondary education has given rise to unique challenges 
including inadequate material and physical resources such as inadequate buildings, 
books and equipment, school furniture, poor or sometimes non-existent maintenance 
and repairs; shortage of human resources such as teachers and inadequate teaching 
and learning resources such as teachers, laboratories, text books, libraries, play 
grounds etc; inadequate funds to match the needs of the new schools.
To mitigate the main challenges of finances the principals of new schools, have resorted to source for funds from the government as well as through community funds drive and donations from well wishers.

5.4 Recommendations

The following recommendations are necessary in light of the obtained findings;

i) The rate at which the secondary schools are being established should be controlled depending on the demand per county. This will reduce haphazard establishment of secondary schools by the communities. The community should be sensitized so that they complete buildings, and fully equip one school before starting another one.

ii) The government should develop a curriculum for in-service training of head teachers. This will enhance career progression in their profession as managers and therefore prepare them for managerial challenges associated with administrative roles.

iii) Coping mechanisms put in place by the principals, PTA and BOMs like funds drives to construct classrooms, toilets, kitchen and other urgent buildings and infrastructure in the school should be encouraged.

iv) The government should revise the criteria for disbursing Free Day Secondary funds with a view of giving more money to new schools which are in serious need of infrastructure and teaching-learning resources. The current criteria of equal funds per student (sh10265) annually favours the schools with high enrolments and well established.

v) The CDF funds are under the custodian of politicians who use it for political gains. The government should develop an effective monitoring system on the
expenditure of CDF finances. The funds should be used in the best way in provision and expansion of schools physical facilities for great impact in education.

5.5 Suggestions for Further Studies

The researcher wishes to make the following suggestions for further studies:-

i) A similar study should be done in a different geographical region to find out the rate at which new secondary school are being established and the related challenges.

ii) A comparative study should be done on the challenges faced by the principals of new public secondary schools and new private secondary schools in the management of the schools and how they overcome such challenges.

iii) Further research should be carried out on the impact of newly established secondary schools on the cost of secondary education. One of the reasons for establishment of new schools was to provide low cost education, however it has not been established whether the new school have impacted on the cost of secondary education.
REFERENCES


Chaban, M. (2010). *Leadership, Change, and Organizational Effectiveness*, University of California, Santa Cruz.


KIPPRA (2009). Delivering *Quality Equitable Education and Training For All Kenyans*.


APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PRINCIPALS

I am a student at Kenyatta University pursuing a master of Education Degree in Educational Administration. As part of my course; I am required to carry out research on the “challenges faced by principals of newly established secondary schools and their coping strategies in Mwingi Central Sub-county, Kitui County.”

This questionnaire is intended to collect data for research purposes only. Your responses will be treated with utmost confidentiality.

Please tick (✓) the appropriate box or fill in the required information on the spaces provided.

PART A: PERSONAL INFORMATION

1. Gender : Male [ ] Female [ ]

2. Age in years

3. Highest academic qualification
   Diploma [ ] B.Ed [ ] Masters [ ]

4. Years of experience as a teacher

5. Years of experience as a head teacher

6. Number of years in the current station
PART B: INFORMATION ABOUT THE SCHOOL

Year established ........................................................................................................................................

7. School category:

National [ ] County [ ] Sub-county [ ]

8. School status:

Boys Boarding [ ] Boy’s Day [ ] Boy’s Day & Boarding [ ]
Girls Boarding [ ] Girl’s Day [ ] Girl’s Day & Boarding [ ]
Mixed Boarding [ ] Mixed Day [ ] Mixed Day & Boarding [ ]

9. Number of streams in each class

Form One [ ] Form Two [ ]
Form Three [ ] Form Four [ ]

10. What factors did you consider when starting this school?.........................................................

11. To your own opinion what has prompted the rapid establishment of many new secondary schools in Mwingi Central Sub-county?..............................................................

12. What was the student enrolment in the following years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. (a) Are there dropout cases in your school?  Yes [  ]  No [  ]
   (b) What is the average drop out per term? ............................................................

14. (a) What are the main causes of drop out? Give at least two causes ..............
   ........................................................................................................................................
   (b) Have your school put up any intervention measures to reduce students' drop out?
      Yes [  ]  No [  ]
      If yes, which are the measures? ................................................................................

15. How many trained teachers are serving in your school? ...................................

16. How many are untrained teachers? .................................................................

Finances

17. What is the average total fee charged to students in your school?
   Day .................................................................
   Boarding ......................................................

18. Mention some of the levies charged in your school.
   Activities levies [  ]  Motivation levies [  ]  Remedial [  ]
   Exam levies [  ]  Mock levies [  ]  Dev. fund [  ]
   BOG employees [  ]  Boarding levies [  ]

19. (a) How is the payment of fees in school?
   Very good [  ]  Good [  ]
   Poor [  ]  Very Poor [  ]
(b) Has subsidized secondary education had any impact in your school?

Yes [ ] No [ ]

(c) Give reasons for (a) above

20. Other than fees and government subsidy what are the other sources of finance in your school?

Donation [ ] Well-wishers [ ] Government Grants [ ]

21. Are the finances provided to your school adequate to meet the school needs throughout the year?

Yes [ ] No [ ]

If your answer is no, how then do you cope with the situation?

Challenges

22. Below are some of the challenges faced the principals of newly established secondary schools. Tick the ones which you face in your school and mentioned at list one in each category

School infrastructure [ ] Teaching/learning materials [ ]

Students [ ] Human resources [ ]

Community [ ] Finance [ ]

23. What mechanisms do you employ to abate the challenges mentioned above?

THANK YOU FOR YOUR RESPONSE
APPENDIX 2: INTERVIEW SCHEDULE GUIDE FOR DEO

I am a student at Kenyatta University pursuing a master of Education Degree in Educational Administration. As part of my course; I am required to carry out research on the “challenges faced by principals of newly established secondary schools and their coping strategies in Mwingi Central Sub-county, Kitui County”

This questionnaire is intended to collect data for research purposes only. Your responses will be treated with utmost confidentiality.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Main Question</th>
<th>Probing Questions</th>
</tr>
</thead>
</table>
| Introduction  | Give a brief introduction of yourself                                         | Name __________________________
|               |                                                                                | Position________________________
|               |                                                                                | Qualification___________________
|               |                                                                                | Experience______________________
| Jurisdiction  | How many schools in total were established after 2008                         | Boys day____________
|               |                                                                                | Boys day & boarding___________
|               |                                                                                | Girls day__________
|               |                                                                                | Girls day & boarding__________
|               |                                                                                | Mixed day________
|               |                                                                                | Mixed day & boarding__________
|               | How many are in the category of National County or Sub-county levels.         | National____________
|               |                                                                                | County____________
|               |                                                                                | Sub-county____________
|               | What is average number of schools established in                               | 2009____________
|               |                                                                                | 2010____________
|               |                                                                                | 2011____________
|               |                                                                                | 2012____________


| Human resources Students | What has prompted the rapid establishment of new schools in your Sub-county | Boys _______________  
Girls__________________  
YES____________________  
NO______________________  
________________________  |
|--------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|
| Teachers                 | Does your Sub-county suffer from the shortage of qualified teachers? | Yes [ ] No [ ]  
________________________  |
| Facilities               | What are your views on the adequacy of physical facilities in public secondary schools | Adequate [ ]  
Inadequate [ ]  
________________________  |
| a)physical               | How would you compare the adequacy of physical facilities in newly established secondary schools and well established schools in the Sub-county? | Adequate [ ]  
Inadequate [ ]  
________________________  |
| b)teaching/learning      | What are your views on the adequacy of teaching                      | Adequate [ ]  
Inadequate [ ]  
________________________  |
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Access</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give your views on parents’ attitude towards establishment of new secondary schools in Mwingi Central Sub-county. How has the subsidized Secondary Education Programme impacted on the teaching/learning materials? Give two challenges that have hindered access and quality to secondary education in newly established schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coping strategies</th>
<th>Government</th>
<th>Community</th>
<th>Parents</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your own opinion what proposals would you make to the following groups of stakeholders for the improvement of relevance and quality to secondary education in Mwingi Central Sub-county</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THANK YOU FOR YOUR RESPONSE**
I am a student at Kenyatta University pursuing a master of Education Degree in Education Administration. As part of my course; I am required to carry out research on the “challenges faced by principals of newly established secondary schools and their coping strategies in Mwingi Central Sub County, Kitui County.”

This questionnaire is intended to collect data for research purposes only. Your responses will be treated with utmost confidentiality.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Main Question</th>
<th>Probing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Give a brief introduction of yourself</td>
<td>Name ___________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Position_____________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualification_______________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience__________________________</td>
</tr>
<tr>
<td>Jurisdiction</td>
<td>How many schools in total were established after 2008</td>
<td>Boys day______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys day &amp; boarding_________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls day______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls day &amp; boarding________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed day___________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed day &amp; boarding ________________</td>
</tr>
<tr>
<td></td>
<td>How many are in the category of National County or Sub-county levels?</td>
<td>National____________________________</td>
</tr>
<tr>
<td></td>
<td>What is average number of schools established in</td>
<td>County_______________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sub-county__________________________</td>
</tr>
<tr>
<td></td>
<td>What has prompted the rapid establishment of new schools in your Sub-county</td>
<td>2009_______________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010_______________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2011_______________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2012_______________________________</td>
</tr>
</tbody>
</table>
| Human resources | What is the total number of students in the schools in your Sub-county by gender? Has there been movement of students (transfers) from one school to another? If yes, what are the main causes of transfers | Boys____________________  
Girls____________________  
YES____________________  
NO______________________ |
|------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Teachers         | Does your Sub-county suffer from the shortage of qualified teachers? If yes, what are the coping strategies? | Yes [ ] No [ ]  
________________________________________________________________________  
________________________________________________________________________ |
| Facilities       | What are your views on the adequacy of physical facilities in public secondary schools How would you compare the adequacy of physical facilities in newly established secondary schools and well established schools in the Sub-county? | Adequate [ ]  
Inadequate [ ]  
________________________________________________________________________  
________________________________________________________________________ |
### Challenges

What are your views on the adequacy of teaching/learning resources (e.g. textbooks, lab equipments etc) in the newly established schools?

Give your views on parents’ attitude towards establishment of new secondary schools in Mwingi Central Sub-county.

How has the subsidized Secondary Education Programme impacted on the teaching/learning materials?

Give two challenges that have hindered access and quality to secondary education in newly established schools.

### Coping strategies

In your own opinion what proposals would you make to the following groups of stakeholders for the improvement of relevance and quality to secondary education in Mwingi Central Sub-county?

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access</th>
<th>Quality</th>
</tr>
</thead>
</table>

THANK YOU FOR YOUR RESPONSE
## APPENDIX 4: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT (Ksh)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal writing</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Downloading materials from internet</td>
<td>10 000</td>
</tr>
<tr>
<td>(b) Stationeries</td>
<td></td>
</tr>
<tr>
<td>(i) 5 reams @ 500/=</td>
<td>2 500</td>
</tr>
<tr>
<td>(ii) 10 Pens @ 25/=</td>
<td>250</td>
</tr>
<tr>
<td>(c) Typing the project proposal</td>
<td>3 000</td>
</tr>
<tr>
<td>(d) Photocopy and binding 6 copies @ 600/=</td>
<td>3 600</td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Developing 35 copies of research instrument @ 50/=</td>
<td>1 750</td>
</tr>
<tr>
<td>(b) Boarding/meals 3 days @ 2500/=</td>
<td>7 500</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Developing 100 copies of research instrument @ 50/=</td>
<td>500</td>
</tr>
<tr>
<td>(b) Boarding/meals 6 days @ 3000/=</td>
<td>18 000</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Typing and printing project proposal 100 pages</td>
<td>5 000</td>
</tr>
<tr>
<td>(b) Photocopying 5 copies @ 100 pages</td>
<td>1 500</td>
</tr>
<tr>
<td>(c) Binding 5 booklets</td>
<td>2 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55 600</td>
</tr>
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</table>
# APPENDIX 5: RESEARCH TIME FRAME

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Proposal development</td>
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<tr>
<td>Literature review</td>
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</tr>
<tr>
<td>Piloting and revision of instruments</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Actual Data collection</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of the project for examination</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 6: LETTERS OF APPROVAL

LETTER TO THE SUB COUNTY EDUCATION OFFICER
MARGARET N. MWENDWA
P.O BOX 498-90400
MWINGI
DATE____________

THE SUB COUNTY EDUCATION OFFICER
MWINGI CENTRAL SUB COUNTY

Dear Sir/Madam

RE: REQUEST TO CARRY OUT RESEARCH IN MWINGI CENTRAL SUB COUNTY

I am a student at Kenyatta University pursuing a master of Education Degree in Education Administration. As part of my course; I am required to carry out research on the “challenges faced by principals of newly established secondary schools and their coping strategies in Mwingi Central Sub-county, Kitui County.”

The purpose of this letter is to seek your permission to collect data from secondary schools in your sub-county.

Attached herein are copies of the questionnaires and interviews schedule.

Yours faithfully,

MARGARET N. MWENDWA
Mobile no. 0723 324 518
Email: mmargaretndotu@yahoo.com